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ABSTRACT

To help parents of Italian descent take an active part in their children's education, a 2-year program was implemented in New York City and Boston. The project attempted to examine the impact of training upon (1) parents' active participation in the schools and the bilingual programs; (2) parents' home activities with their children; and (3) the reading achievement of bilingual children of elementary age. The program consisted of a series of workshops for 60 parents. Presentations introduced parents to the structure of the American school, bilingual education, and reading activities that they could perform with their children on a daily basis. The development of a formalized parent training program was motivated by experience in bilingual communities suggesting that parents do not participate in schools. However, research has found that the home environment influences IQ and that children's attitudes toward and achievement in school are factors of their home experience. Outcomes of the first year of the program included the developmert of parent advisory committees, the organization of parents to make their opinions known to school officials, the voting of parents at school board elections, and the training of parents to work as aides in the bilingual program. As a result of an intensive course during the second year, parents conducted reading activities at home. Results of pretesting and posttesting indicated an increase in the children's reading levels over a 3-year period. Workshop outlines are attached; appendices include demographic information about the parents and the results of parent attitude questionnaires. (Author/CB)

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THE ITALIAN AMERICAN PARENT TRAINING INSTITUTES

Prepared by:
Maria Lombardo, Project Director

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Baratta, James Luongo, and the Honorable Congresswoman Geraldine Ferraro. Dr. Ernest Valdesolo, Marisa Romeo and Marie Brako are recognized for their assistance in the collection of data.

ABSTRACT

The development of a formalized parent training program was necessitated by: a) practical experience in working with bilingual communities, b) 1960's cognitive and applied psychology findings that 50% of a child's measured intelligence is developed by age 4, implying that the home environment influences I.Q., and c) research indicating that children's attitude and achievement in school are byfactors of their home experience (parents' interaction with children; the number of books in the home).

To help Italian parents, who are from Southern Italy and have historically not taken part in the American schools, a two year program was implemented in New York City and Boston. The scope of the project was to examine the impact of training upon: a) parents' active participation in the schools and political structure of the bilingual programs; b) the behaviors of parents as to the activities that they conduct with their children, and c) the reading achievement of bilingual, elementary age children. Presentations in the program introduced parents to the structure of the American school, bilingual education, and reading skills and activities that they can do with their children on a day to day basis.

Results for the first and second year were both qualitative and quantitative. The outcomes of the first year included the development of Parent Advisory Committees, the organization of parents in making their opinions known to school officials, the voting of parents at School Board elections, and the training of parents to work as aides in the bilingual program. As a result of an intensive course in home activities, parents conducted reading activities in the home. Consequently, there was an increase in the reading levels of the children when these were compared over a three year period.

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INTRODUCTION

The Italian American Parent Institutes were developed according to the philosophies of Danilo Dolci and Paolo Freire. Based on their work with peasants from Southern Italy and South America, both advocate that a) adults be active in the learning process; b) information presented be relevant to their lives and c) in the learning process theory should not be separated from practice.

Danilo Dolci worked in Sicily, Italy. Although Dolci was preoccupied with the socio-political and economic structures of Southern Italy after the World Wars, his philosophy of working with adult learners can be applied to other areas, namely education. Dolci's notion was that a good teacher is not one who necessarily lectures or acts as a savior but one, who can act as a guide or catalyst in learning. His approach was to provide the right questions, so that the peasants would feel free enough to express their feelings. He would then tape record the information and play it back to them, allowing them to analyze their problems and suggest solutions for social change. Finding solutions may seem a straightforward procedure but it is remarkable in working with Southern Italians who have always thought that their lives are predestined and that it is God's will that they find themselves in poor economic conditions. Dolci's work then was revolutionary in the sense that peasants could no longer passively accept life and feel blameless but they were made to feel that they themselves had to take responsibility for their destiny.

With over twenty-five years of effort, Dolci was able to help this group realize that democratic action is a means to peaceful change. His success was far reaching and permeated to the educational system. Schools

were developed successfully because peasant children and their parents actually participated in choosing pedagogical methods in designing programs that served community needs. One example of adult education, is women learning dressmaking, a necessary skill for their community.

The principles of Dolci that become applicable to the Italian American Parent Training Institutes are the applicability of the case study approach, the notion that adults should be actively involved in their education and that any course of study should be applicable to their immediate needs. The parents attending the Institutes are basically Southern Italians, whose mentality has carried over to this country. They often believe that schools are the sole authority on their children's education and that they have little to offer. Through the Institutes which offered case studies, parents were able to discuss problematic issues with which their children are confronted in school. This helped parents to begin thinking how American schools function and what their responsibility is in the education of their children, both at home and in school. Interestingly enough, the idea that parents could participate in the decision making process, in the education of their children was of great significance to the parents, who willingly took part in the Parent Advisory Committees.

Paolo Freire's philosophy in working with South American adults parallels Dolci's. Freire has maintained that education needs to be a creative act with the learner learning from the teacher and the teacher learning from the learner. In the parent training classes parents had the notion that the presenters were the speakers transmitting lessons to them, but they soon realized through group work that they had to offer their input and become speakers. This has been a remarkable experience for a group of

parents, who were embarrassed to say their names in front of the class at the onset of the project. Later in the sessions, parents were able to discuss issues and express their opinions to the entire class, realizing that they equally to the presenter had valid opinions.

Freire's contention is that one cannot separate theory from practice in the education of adults. Once adults are told how to do something they must be allowed to practice what they learn. Through the Institutes, parents were presented concepts and in groups they discussed how the concepts could be applied. In learning about classroom structure, they became aware of how children worked in Learning Centers and then they participated in the Centers doing activities that their children would be required to do. Parents became aware of their active roles in the education of their children as they maintained logs of the reading activities that they performed with their children.

REVIEW OF THE LITERATURE

Legislation

The Bilingual Education Act of 1968 (PL 90-247) is the initial piece of legislation that recognized the special educational needs of limited-English-proficient children. This law declared it policy of the United States to provide financial assistance to local educational agencies for the development and implementation of bilingual education programs.

In 1974, two laws were significant to the development of the bilingual education field. The Lau vs. Nichols case, based upon the Civil Rights Act of 1964, determined that the San Francisco school system had discriminated against approximately 1,800 non-English speaking children of Chinese ancestry by not providing them with a meaningful opportunity to participate in the school system. In addition, the Bilingual Education Amendment of 1974 defined the term "limited-English-speaking" and established the National Advisory Council on Bilingual Education. This Amendment extended the Bilingual Education Act through Fiscal Year 1978 and it called for studies to determine the size and needs of the limited-English-proficient population.

The Bilingual Education Act of 1978 authorized continuing federal support for Bilingual Education programs. The rationale for this legislation was stated and some terms were defined. Additional topics included financial assistance, research and development, training of personnel and the administration of bilingual education at the federal level.

The 97th Congress (1981-1982) considered two bills relating to Bilingual Education. Senate Bill 2002, introduced during the 1st Session of the 97th

Congress, was intended to assure that an intensive course of English instruction be an integral part of the bilingual education program and that participation in the bilingual education program will in most cases be limited to one year. Additional topics covered by this bill include word changes in the Bilingual Education Act of 1968, continued student participation in bilingual education programs and funding regulations. This bill was introduced by Mssrs. Huddleston and Abdnor. Senate Bill 2402, introduced during the Consistency Session of the 97th Congress as an amendment to the Bilingual Education Act, was designed to propose changes in the areas of personnel, training programs and research. A definition of bilingual education and an authorization of appropriations is also included. The bill was introduced by Senator Hayakawa.

H.R. II (98th Congress, 1st Session, January 1983) has been considered by the U.S. House of Representatives and it covers a variety of educational issues. The most significant section of this bill for those interested in bilingual education is that the bill proposes to provide federal support for bilingual education through October 1, 1989.

In addition to H.R. II, Secretary of Education Terrell Bell also submitted to Congress amendments to the Bilingual Education Act. According to the May/June 1983 issue of the National Clearinghouse for Bilingual Education Forum, the Bilingual Education Improvements Act of 1983 makes the following major changes in the current program:

. A broadened range of instructional approaches will be authorized that do not require instruction in the child's native language.

. Basic Grants to school districts will be focused more strongly on building capacity in the district to serve limited-English-proficient children.

. Priority will be given to projects which propose to serve children whose usual language is not English.

. The role of state educational agencies in improving bilingual education programs will be strengthened.

. Bilingual vocational programs for out-of-school youth and adults will be authorized.

The Bilingual Education Act was reauthorized during 1984 and increased funding for discretionary programs by several million dollars. Outlined for funding is a family English literacy program, which emphasizes the importance of parental and home involvement in the educational achievement of limited English speaking students.

History of Parent Involvement as Specified by Federal Rules and Regulations

"The Bilingual Education Act of 1968, contained no language which mandated parent/community participation through an advisory, council, committee, or other group." p. 37 All that was stated at that time was that the Commissioner had the right to develop criteria that had to be met by applicants of Title VII funds.

In 1971, the criteria for eligibility was printed in the Manual for Project Applicants and Grantees. The criteria indicated that projects should have an advisory group to assist in the project preparation and execution.

As a result of coercion on the part of the National Advisory Committee on the Education of Bilingual Children, the Bilingual Education Act of 1974 mandated that parents of students in bilingual programs participate in these programs.

The rules and regulations mandating parental involvement were printed in the Federal Register on June 11, 1976 as part of the "Criteria for Governing Grants Awards."

The April 4, 1980 issue of the Federal Register lists the following requirements pertaining to advisory councils and committees: Section 123a.20 indicates that:

a) An applicant shall

1) Establish an advisory council to assist in the development of the application;

2) Solicit nominations for advisory council membership from parents and other representatives of children of limited English proficiency;

3) At a minimum, publish a solicitation of nominations for membership in a newspaper or other publication likely to bring the solicitation to the attention of potential members;

4) Provide the council members with adequate resources, including staff with language skills in the native language of the council members; and

5) Submit with its application documentation of its consultations with the council and the council's comments on the application.

b) The advisory council must consist of at least seven persons, a majority of whom must be parents and other representatives of children of limited English proficiency;

c) An applicant shall submit with its application an assurance that, in carrying out its project, it will provide for frequent consultations with, and participation by, the advisory committee described in 123a.44. (20 U.S.C. 3223 (a) (4) (E)).

Furthermore, Section 123a44 notes that

"a) The grantee shall establish an advisory committee within 60 days after it receives an award.

b) The grantee shall consult frequently with the committee in carrying out its project.

c) Parents of children participating in the project shall select the members of the committee.

d) Parents of children of limited English proficiency who are participating in the project must be a majority of the committee.

e) In the case of projects carried out in secondary schools, the committee must include secondary students participating in the project who are selected by secondary students participating in the project.

f) The committee may also include:

1) Parents of other children participating in programs of bilingual education;

2) Teachers; and

3) Other interested individuals.

g) A member of the advisory council described in 123a.20 also may serve as a member of the advisory committee.
(20 U.S.C. 3223 (a) (4) (E))."

In the "Application for Grants Under Bilingual Education Program," Federal Register Vol. 46 No. 208, October 28, 1982, it is stated that applicants for all programs must establish an advisory council in the preparation of the application and then an advisory committee for the operation of the project.

The dissertation "An Investigation of the Roles and Functions of Parent Advisory Councils Serving Spanish-English Bilingual Projects Funded under ESEA Title VII" June, 1978 investigated the roles and functions of advisory councils on bilingual education. Examining, randomly, 21 Spanish-English bilingual projects funded under Title VII a questionnaire was sent to project directors, school principals, and parent advisory council chairpersons. These participants were asked to rank in order the role of the advisory councils and to describe the function of the councils. Results indicated significant agreement among the participants indicating the role of advisory councils to be, hierarchically, advisor, supporter, director, non supporter. Further results showed that 34.1 percent of the respondents replied that advisory councils did not exist prior to submission of applications for Title VII funding.

Cruz, (1979) reviews the above study and raises the following questions:

a) Do local education agencies (LEA's) in non compliance establish advisory groups after they are funded?

b) If an advisory group has been formed, is it simply a perpetrator of the "status quo" in school systems?

c) Are LEA's simply interested in obtaining funds without allowing parents of bilingual students to participate in bilingual education programs?

d) Why hasn't the Office of Bilingual Education closely examined programs to ensure compliance?

e) Why hasn't a booklet been developed with specific guidelines specifying roles and functions of advisory councils.

Definition of Parent Involvement

According to Irene Fernandez, parental involvement may be defined as "a process of community action that enriches the total educational program. Through interaction between the home, school and community, parents learn how they can best support, influence and contribute to their children's educational development.

For the purpose of this study the definition of parent involvement is: The training of 60 Boston and New York parents of bilingual students through a series of workshops that incorporate theory and practical activities in making parents aware of how they can help in their homes and in schools to improve their children's attitude and achievement in bilingual education programs. Additionally, through PAC activities parents become aware of their role as political influences in their children's education.

Parent Involvement in Title VII Projects

A study was conducted by System Development Corporation for the U.S. Department of Education (1981) to note the range and extent of parental involvement at 57 local projects. Findings were reported in four categories:

Parents Involved in Governance

Governance refers to parents acting as decision makers. This role appeared to be restricted to a Community Advisory Committee (CAC). Findings as to the CAC's involvement in governance revealed that out of 13 sites: seven projects reported that the CAC played neither an advisory nor decision making role in the project; three projects indicated that the CAC discussed major issues but did not influence decisions; and three projects claimed that the CAC had input and influenced the governance of the projects.

The reason that parents did not effectively contribute as decision makers is that they had a poor self concept, thinking that education should be run by professionals and that they had little to contribute. Also the staff viewed parents as supporters of decisions rather than initiators of decisions. Another reason that parents were not effective was that parents were not trained in the decision making process.

Ochoa (1979) confirms that parents are in need of skills, particularly "communication skills and the ability to exchange ideas, information, criticisms person to person, person to group, and group to group. Planning skills, leadership skills in defining problems, setting goals, examining alternatives, designing a strategy, assessing resource needs, designing evaluation." P.47

Parents Involved in Instruction

For the area of instruction, parents were involved as paid aides, volunteers in classrooms, and as instructors of their own children at home.

Examination of parents involved in the schools revealed that: a) because Title VII legislation did not specify how parents should be involved in instruction, many projects did not make a special effort to involve parents as aides, and b) few projects took the responsibility for matching the parents' skills to the needs of the individual classrooms.

In terms of parents as teachers of their own children, there were no major findings. However, three sites had developed models.

Parents Involved in Parent Education

Parent Education is defined as instruction to help parents with skills to help themselves in the home or community including advancing their

career opportunities. Examination of the sites revealed that parent education activities ranged from one-time workshops on ways for parents to become effective parents to classes on compensatory education.

Parents wanted to participate in parent education because a) they were able to socialize with other parents b) there was an opportunity for personal growth and development c) they could learn how to help their children d) they felt a part of their children's education.

Some reasons for non-participation on the part of the parents was: a) lack of child care b) lack of time c) lack of transportation and d) discomfort in a school environment.

Parents Involved in Non-Instructional Support and School-Community Relations

Non-Instructional Support is defined as any activity engaged in by parents other than classroom instruction or governance. School-community relations involved communication and interpersonal relations between parents and schools.

At least three-fourths of the projects surveyed had school support activities, whereby, parents could act as resources to the project. The success of these activities occurred when a) activities were coordinated and b) project staff was supportive of the activities.

The results of parent participation were: a) increased parental involvement b) the attainment of resources for the project and schools as a result of parties, dinners, etc. c) the survival of the projects from parents' letter writing and demonstrations.

Rationale for Parent Involvement

Over the years, the major dilemma of educators and parents has been who is "responsible" for what portion of students' education and is there to be

a dividing line for the input of educators and parents into that education. In the early 1940's, 50's and 60's the philosophy of schools was that children before the age of six were not maturationally prepared to learn the rudimentary aspects of education such as reading. In fact, schools encouraged that pre-school education should involve socialization of the child and that rushing the child to read prematurely could be a setback in his/her education. Clearly, with this philosophy in mind, education was simply left to educators.

Approaching the mid-sixties, researchers from the disciplines of cognitive and applied psychology became concerned with children's "I.Q." development. Bloom (1964) concluded that measured intelligence increases with age and that 50% of one's intelligence is developed by age 4; 30% between ages 4 and 8; and 20% between ages 8 and 17. With the notion that children of "normal" intelligence develop half of it before they enter school, then immediately there was cause for alarm as to what education the child received in the home environment before entering school.

The cause for alarm became even stronger in the 1970's when people such as Cristopher Jencks in Inequality, a Reassessment of the Effect of Family and Schooling in America explicitly implied that schooling accounts for only 10% to 15% of the variance among children and that the remaining 85% can be attributed to the background, home and community of the child. The home then became the focal point. Schools began to concern themselves with pre-school education and home education. What surfaced was the idea that the dividing line between formalized education and education in the home had to be broken and that both educators and parents needed to work together for the academic betterment of the child.

Programs such as Title I and eventually Title VII recognized this need and began encouraging parents to get involved. Title VII even enacted legislation mandating parental involvement before a project could be funded and as Bilingual Education became more and more sophisticated, grants were offered to implement programs that would provide formalized training programs to parents. It was hoped that data could be collected to document the impact of parent training upon student achievement.

To review the literature on parent training, three areas were examined: a) the relevance of the home environment on learning; b) the impact of parent involvement on academic achievement and c) the importance of parent participation as a change agent on the attitudes of both parents and students.

The Relevance of Home Environment on Learning

Numerous studies support the notion that parents have a tremendous impact on their children's education. Irvine (1980) notes that the number of hours that parents actually spent in their children's educational program was a precursor of their children's cognitive development. In addition, Bee (1972) studied a group of four-year-olds and noted a significant difference in the way middle class children interacted and performed tasks efficiently. This difference was attributed to the fact that middle class mothers assisted their children diligently. Furthermore, Ware and Garber (1972) note that materials in the home was the most important variable in predicting a child's school success and Keeves (1970) indicates that a mother's attitudes and ambitions are secondary to the stimulation provided in the home with regards to learning and intellectual development.

The infant research cited in Gordon (1972) seems to indicate that the amount of conversation in the home toward the child relates to the child's

performance. Miller (1971) states that homes where children's curiosity and academic aspirations are supported, independent thinking and freedom of discussion occur. Andersson (1975) states that bilingual parents should help their children learn both languages and cultures. This results in enriched bilingual teaching and learning at the primary level. Bronfenbrenner (1974) also states that the success of any intervention program is dependent upon the active participation of a child's family.

Research then confirms that there is a correlation between a family's interaction with a child and a child's language development. Knowledgeable parents can enhance a child's pre-reading skills which will in turn have an impact on the child's later success in reading. Good readers tend to come from homes that are psychologically comfortable, that foster positive attitudes toward language and reading and that provide stimulating cultural and language experiences. Children tend to learn better and faster when parents are involved in their learning.

Parent Involvement and Academic Achievement

In terms of the relationship between parent involvement and academic achievement, several studies can be cited. Lightfoot (1978), Marjoribanks (1979), Cervantes, Baca, Torres (1979), Kjolseth (1972) and Gore (1974) have all indicated that student academic achievement was directly linked to parental involvement. In addition, the Chicago Board of Education (1975) and Tirado and Balasabromian (1975) concluded that the success of a bilingual education program is reliant upon parental participation in the schools' decision making process. Two studies have indicated what they found to be important factors in the home that relate to student achievement.

Dave (in Bloom 1964) was able to determine six home variables that influence children's educational achievement: including parents' aspirations;

quality of parents' language and how they expect the child's language to be; quality of educational guidance in the home; family activities; tasks that develop the child's thinking; and family work habits. These factors correlated highly .80 with fourth graders' achievement scores. Gordon (1970) reports that academic guidance, educational aspirations, intellectuality of home, emotional security, and self esteem of parents and children were the most prevalent factors in correlating parent behavior to a students' performance in school. Rupp (cited in Gordon, 1972) also notes that high achievers came from homes in which parents see themselves as educators and take the time to do activities with their children and where magazines and books are available to the children.

A study was conducted with 104 Spanish speaking children who attended a bilingual-bicultural pre-school program at the Community Education Center (CEC) from 1973-1977. Teachers were asked to rate the performance of students and it was found that the children's standings correlated directly with parent participation. In fact, the retention rate was 23% for the entire group in comparison to the 85% retention rate for the Spanish surnamed students not in the program.

Cazden (1970) also notes that question-asking is an important skill in cognitive development. Through informal classroom observations it was found that Mexican American students of lower socio-economic status tend to have a low rate of question-asking. This could in fact account for the discrepancy in the school performance of low and middle class students. When 60 Mexican-American students were subdivided into control and experimental groups, it was found that the experimental group undergoing the modeling procedures of their parents, significantly performed better in the production of causal questions. The fact that parents went home and

continued causal questioning may account for the higher performance of these children in school achievement in relation to the control group's achievement. This can be referred to as the effect of the hidden curriculum. Finally, Vernon conducted cross-culture investigations of the environmental influences that affect reading, spelling, writing and language abilities, and found factors such as physiological, nutritional, parent-child interaction.

Parent Involvement and Attitudes

There are many benefits of parent involvement: a) helps develop a positive attitude in the parents toward the school and it also helps create a more desirable relationship between parents and school staff; b) gets the community involved in solving school problems; c) creates a positive partnership between home and school and children's attitudes become more positive when their parents participate in school activities.

In terms of attitudes, Ogletree and Walker (1980) conducted another study which compared attitudes of 75 parents who did not have children enrolled in bilingual education. A 39-item attitude inventory indicated that the parents whose children were enrolled in the bilingual program had more positive attitudes toward and higher expectations of the bilingual program, saw the need for parental participation and had a better grasp on the philosophy and goals of bilingual education.

Cervantes (1978) conducted a study whose purpose was to demonstrate that parents from bilingual and culturally diverse backgrounds could be trained to improve the reading and reading-related behaviors of primary aged children. His findings indicate that the Hispanic parents and their children improved their attitudes toward reading as well as their communication interaction. The family had a major impact on the educational development of its children. Parents can support school activities with

reinforcement activities at home and parents are essential in maintaining the learning successes achieved by their children. Parents also need to realize that their children's preschool years are important to learning and that parent-child relationships can be enhanced through their mutually shared experiences.

In terms of classroom involvement, parent participation allows teachers to spend more time on professional activities and it allows teachers to plan a greater variety of learning activities. There is also more opportunity for individualized instruction when parents are involved and schools can obtain skills and services from parents which might not otherwise be available.

Finally, parents can benefit from the knowledge teachers have about their children and teachers can benefit from the knowledge parents have about their children. Children also benefit from the understanding gained by both parents and teachers.

Italian Parents are Needed to Participate in Bilingual Education for Limited English Proficient Students

In reviewing the historical development of bilingual schooling of limited English speaking students, it can be noted that parents were the forerunners of the bilingual movement in establishing bilingual programs. They were the pioneers in rebelling and expounding the need for these social programs in the 1960's. They generally prepared the foundation for bilingual educators to develop and build programs.

In the 1970's parental involvement particularly for Italians diminished with a limited number of parents partaking on Parent Advisory Committees.

By the 1980's there was an awareness that in order for parents to become informed, active and effective participants in bilingual programs, they needed to feel needed and they needed to be provided skills. Thus the evolution of parental involvement can be summarized as follows: stages of apathy, action, passiveness, cognizance.

In spite of the research (Jencks, 1972) and formal interviews with bilingual educators indicating that the home is an especially relevant variable in student achievement, reading levels, content area tests results, schools have not taken advantage of this resource in helping students. The reasons cited are: a) parents have not been demanding, nor do they voice their opinions, b) parents demonstrate poor attendance at school activities, c) parents are not interested, d) parents are not active in the decision making process for their children's education, and e) parents don't express their needs in helping limited English speaking students.

To examine if these statements had some validity and to find out why Italian parents, in spite of their large numbers of limited English proficient children were not taking a more active role in their children's education process, the NIAF surveyed parents.

During 1977, a questionnaire was distributed to 500 Italians and Italian Americans nationwide, results of these preliminary data indicated that 90% of the sample that responded wanted Italian language and culture to be presented and maintained in the education of their children.

As part of a planning grant from the National Endowment for the Humanities to prepare the First International Conference, the NIAF conducted a survey in 1979 of Italian Americans to discern their opinions, attitudes and interests in the humanities and more specifically the

direction of their children's education.

Because of the strong emphasis upon family among Italians and Italian Americans, education of their children is an important issue. Of the sample of 5,000, 98% felt that schools should offer bilingual education - Italian language and culture for both Italians and non-Italians limited English proficient students (LEP).

The need to assist Italian parents is evidenced from the large numbers to be served. At the Ninth Annual International Bilingual/Bicultural Education Conference in California in April, 1980, the National Center for Education Statistics stated that there were "nearly three million persons with Italian language backgrounds." The Center also noted that one third of those with Italian language backgrounds lived in New York and another third lived in states in the Northeast, among them Massachusetts. With the influx of earthquake victims from Southern Italy the numbers have increased even further.

More recently (1981) the questionnaire entitled "Parent Attitude Toward Bilingual Education" was distributed to 200 Italian American parents in the proposed sites for this project, New York City and Boston. Results of the survey indicated that parents were not sufficiently informed about bilingual education. Many schools had sent letters to parents explaining that their children could participate in the school's bilingual program if the language used in the home is other than English. About 50% of the parents did not respond because they were somewhat confused. They wanted their children to learn English, but felt that if the children were placed in a bilingual program it would retard their progress. However, when parents were told how the bilingual program utilizes Italian to teach English, parents were supportive.

Other NIAF research through informal questionnaires in 1980 and 1981 supported by other Italian-American research organizations, shows that Italian-American parents want to be involved in school affairs; they want to be kept informed about their children's progress, but they do not feel confident enough to take an active role in limited English speakers' education process.

The general reasons that parents provided as to why they are not participating in bilingual programs are that they:

- fear participation
- believe that they are not capable of helping
- have nothing to offer
- are insecure about their abilities and skills as parents
- feel inadequate in helping teachers (the notion stemming from low self images)
- are often afraid to express that they do not understand what bilingual programs are about
- are mostly uneducated and come from rural areas in Italy where they did not participate in schools, since regulations as to how the schools should run were executed by the Ministry of Education in Rome
- feel the authority as to the education of their children should be left in the hands of educated administrators and teachers, thus maintaining an attitude of noninterference.

To explore the need for parent involvement in Italian bilingual programs, the NIAF contacted bilingual directors throughout Massachusetts, New York, New Jersey, Pennsylvania and Louisiana. The directors unanimously agreed that there is a need for parent involvement in the community and in schools. However, they indicated that parent training has not received high priority.

Through another survey the NIAF found that although Italian speaking individuals from New England and Middle State school districts constitute the largest group of selected European language minorities in the United States, they have never participated in a formal parent training program.

Based on the survey results it is concluded that a need exists to establish education programs for Italian parents. Parents need to be trained to take an active role in their children's education both at home and in the classroom and in the decision making process for their children's schooling.

Activities for Involving Parents in the Home and School

After a review of the literature, (Peul, 1981; Minor and Gonzales, 1979; Cohen, 1976) on parent involvement, there are many activities that are useful to parents in the home and school. Generally, activities can be characterized into instructional, supervisory, technical, supportive and housekeeping duties. With the exception of instructional duties that are helpful for the home as well as the school, the remainder specify work that parents can do in schools.

Instructional activities include playing instructional games in the home, helping children to read, tell stories, prepare reports, and conduct other pre-reading and reading skills. In the school, parents can assist by tutoring individual or small groups of children; correcting tests, reports and workbooks and sharing their culture with the children. Parents also assist school officials in the supervision of facilities. Technical duties of operating machines can be well conducted by parents. Other tasks for which parents are effective and particularly helpful are clerical, artistic and housekeeping tasks, e.g., typing, making costumes, and arranging resource centers.

PROGRAM DESCRIPTION OF ITALIAN AMERICAN PARENT TRAINING INSTITUTES

Scope of the Program

The Institutes were designed to provide an education program to help parents learn how they can best support, influence and contribute to their children's educational development. Thus, the long-term impact would be to improve the overall school achievement of limited English proficient students and to create a more positive attitude toward schooling.

The formalized parent training program entailed teaching parents the objectives and structure of the bilingual program as well as ways to meet the needs of the LEP students at home and in school. Parents were informed how to participate and become actively involved in their children's schooling as well as their own. During the second year, parents were introduced to pre-reading and reading skills and activities that they could conduct with their children.

Organizational Details

Selection of Sites

New York City and Boston were selected because they are the central settling areas for large numbers of Italian immigrants. The specific criteria that was used is: a) existence of Title VII programs for Italian LEP students b) participation of large numbers of Italian limited English speakers in the school district c) history of need based on limited or no participation of parents in schools and d) willingness on the part of administrators to participate in the project.

For New York City's District 32 there were approximately 500 LEP students participating in bilingual programs or ESL pull out systems throughout the school district. The percentage of students from low income

families as evidenced by Title I eligibility ranges from 67.2% to 94.1%.

In Boston, there are about 400 LEP students participating in the Italian bilingual program for grades K-12. Approximately, 78.5% of these students are eligible for Title I.

Both sites have never had a formalized parent training program. Administrators felt that there was a great need to develop such a program since Italian parents tend to feel that the responsibility for their children's education can be delegated to the school and they have little to offer in impacting that education.

Background of Sites

New York City

District 32 in New York City is located in Astoria, Long Island. This is an area of the city that is primarily composed of Italians, who found it convenient to settle near their port of landing. As with other ethnic enclaves, Italians clustered in sections of the city where they could be amongst people that they could trust and rely upon for direction in their daily lives.

Being a large, commercial city, New York harbored Italians, who easily preoccupied themselves with service industries throughout the city. However, they continued to live together because, even without the English language, they were able to get along and communicate with their neighbors. Storekeepers and other local businesses maintained the Italian language to the point that Italians could get along with a minimal amount of English.

In Astoria, the school districts have participated in bilingual education. Local as well as federal funds have subsidized programs. However, with more recent federal cutbacks, the Italian bilingual program has become an English as a Second Language pull out system, with Italian

used minimally. Parents interested in maintaining the language, send their children to a Saturday school program funded by the Italian Embassy.

Boston

District VIII is located in East Boston and is within a predominantly Italian community. Italian immigrants were attracted to Boston because of its convenient location as a port city on the eastern seaboard. Due to the fact that Boston abounds in industries from local fisheries to nearby mills, it was only natural that immigrants would decide to remain where they found work.

Historically, Boston has attempted to meet the needs of immigrant groups of diverse linguistic and cultural backgrounds. An English as a Second Language "pull out" system was initiated in 1967. By 1969, a Title VII program was instituted as a pilot and eventually a bilingual department was established for the entire city. During 1971, the state of Massachusetts passed a bill mandating bilingual education. The programs that ensued were three year transitional programs. With both state and federal assistance numerous programs flourished throughout the city to service grades K-12 students of Italian, Spanish, Haitian, Chinese, Greek, Portuguese, Cape Verdian, Vietnamese and Arabic descent.

Selection of Participants

The design of the study entailed the selection of two sample groups from areas that are representative of the overall Italian population, New York City and Boston. Parents were selected based on the following criteria: a) having a limited English proficient child participating in the Italian bilingual program b) willingness to participate and c) being historically underserved. Sixty parents meeting the criteria, became involved in the New York and Boston projects respectively. Unfortunately, the grade

level of their child was not a variable that could be controlled in the study due to the fact that at each site there weren't thirty parents available from any one grade level.

The majority of parents in Boston and New York are below 40 years of age, their schooling for the most part is not beyond the 8th grade. The median years in the U.S. is about 15; however, many of the group in New York are "newcomers." Many come from all parts of Sicily (Boston) and particularly Palermo (New York). The fathers are primarily in trade and service jobs, while a majority of the mothers remain in the home.

It was extremely important that a training program be implemented to assist this group of parents namely because they did not participate in their children's education for two reasons: a) lack of knowledge of the structure and control of American schools and b) their inherent belief, carried over from Italy, that schools should be delegated total responsibility and authority in educating children.

Parents were puzzled by a program that would help and encourage them to become actively involved in schools. It annoyed them that schools sought their input. What could they themselves offer, in Italy they were never asked for opinions, therefore, they presumed that they were not capable of expressing ideas nor were their ideas of any importance.

In addition to the transmission of conceptual information the program has been designed to deal with concept development of a group suffering from inferiority feelings, linguistically and authoritatively i.e. speaking a dialect and not knowing the standard language and also not used to making decisions regarding their children's education.

Instructional Strategies and Materials (see Figure 1)

The Parent Training Institutes were conceptualized, developed and managed from a central location, Washington, D.C. The rationale for a central location was to be able to maintain continuity between two diverse geographic areas, New York City and Boston, while at the same time examining and noting the effectiveness of techniques for the two sites.

A Parent Training Needs Assessment was administered to determine the issues that parents wished to have presented at the workshops. It was decided that nine workshops would be conducted. Topic lessons and materials were developed in Washington, D.C. and sent to New York City and Boston. There the Bilingual Site Coordinators organized the sessions and provided the materials to presenters, who ranged from Parent Advisory Council (PAC) coordinators, to administrators and teachers of bilingual students. The materials were then altered by the presenters to meet the needs of the parent group. The workshops were all presented in Italian and all handouts were prepared in Italian.

The format of the sessions included lectures, activities and the completion of ten multiple choice questions as well as an evaluation of each lesson. At the end of the eighth session an achievement test was administered to assess the progress made by the parents.

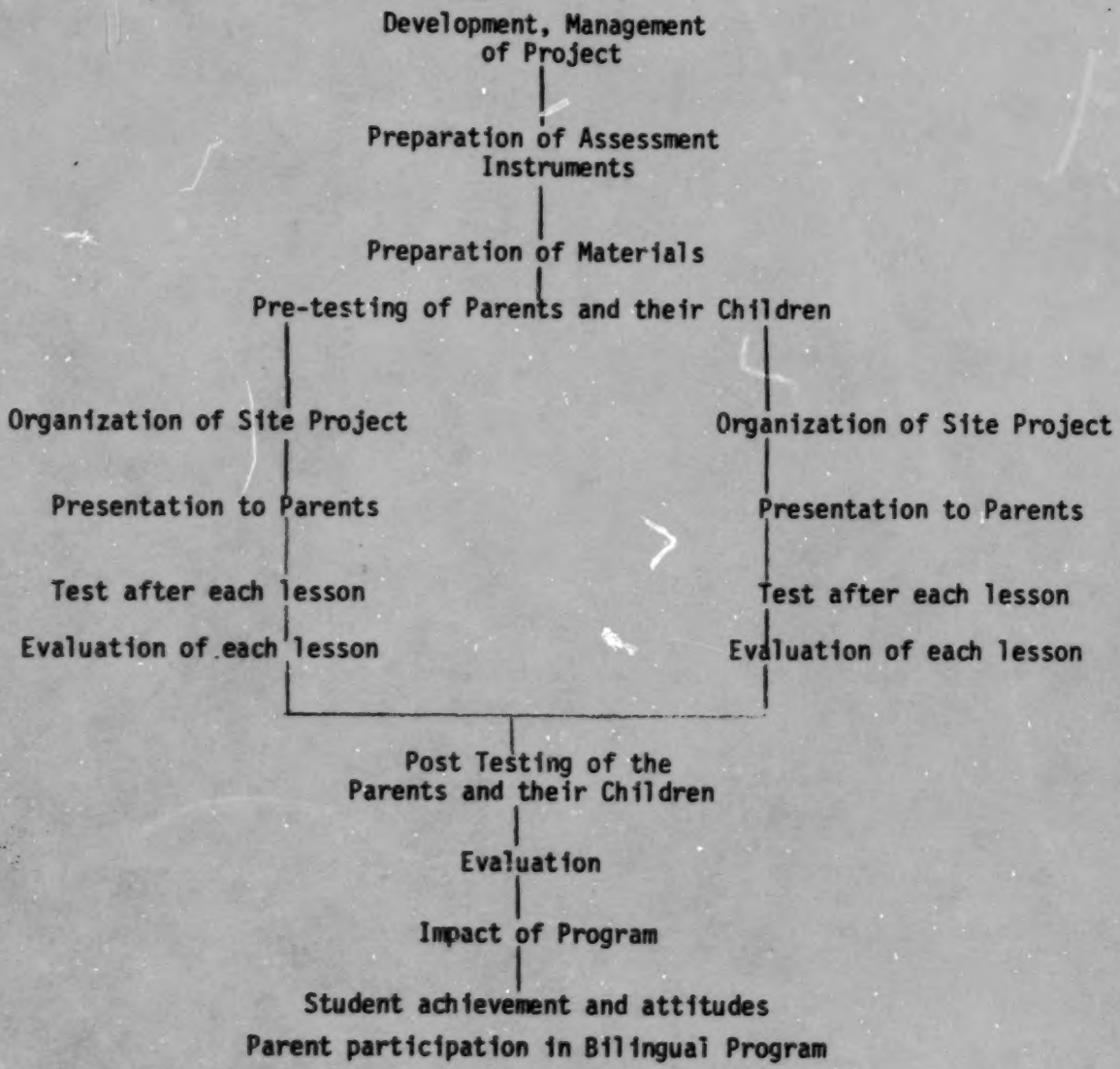
Language Usage

Before attending the Parent Training Institutes, parents were asked what the medium of instruction for the classes should be. Unanimously, they voted on Italian. For that reason, all sessions and materials were prepared in standard Italian.

During the sessions, interestingly enough, parents noted that although they enjoyed hearing standard Italian, they felt intimidated about speaking

Figure 1

Procedures


Development, Management of Project
Preparation of Assessment Instruments
Preparation of Materials
Pre-testing of Parents and their Children
Organization of Site Project
Presentation to Parents
Test after each lesson
Evaluation of each lesson
Organization of Site Project
Presentation to Parents
Test after each lesson
Evaluation of each lesson
Post Testing of the Parents and their Children
Evaluation
Impact of Program
Student achievement and attitudes
Parent participation in Bilingual Program

and providing their input to the classes in their own native dialects. Presenters dealt with the situation by explaining that they (parents) would not be graded on their linguistic abilities but rather on their ability to share concepts. Once the situation was handled with sensitivity, then parents became verbal and freely expressed themselves, continuously, apologizing for the fact that they did not have mastery of the standard Italian language.

The experience has made parents aware of their children's school situation, in that not only are students confronted with the task of learning English through the bilingual program, but they are also required to learn standard Italian. The problem for students is a) the lack of reinforcement in the home for both languages and b) the reality of communicating in a dialect with their parents and being told that the dialect is an inferior language and useless not to be used in public.

The Institutes' presenters dealt with this tri-lingual issue by making parents cognizant of the usefulness of the dialect as a medium of communication. Parents were urged to instill pride in their children by explaining to them that their dialect not only represents them but their ancestors as well. Parents were also told that their children should be made to feel that in addition to the dialect they could learn other languages.

To express to parents the notion that dialects are a medium for expressing one's ideas and, therefore, are equally important to any other linguistic form, standard Italian or English, Ambassador Volpe presented a lecture using his colloquial Abbruzzese. Facing the initial shock of having an outstanding Italian American speak using a dialect, the parents were delighted and applauded enthusiastically. After the presentation, for the remainder of the evening, they freely interacted with school

officials, overlooking the medium of communication.

Workshops Conducted During 1982-1983

The program entailed teaching parents the objectives of bilingual education and ways to meet the needs of limited English proficient students (LEP) at home and in the school as well as training them to become actively involved as political agents in their children's educational programs.

Below are listed the nine workshops conducted during the initial year of the parent training program. For a detailed description of the content of each workshop see Appendix A.

Workshop Title	Objective
1. Overview of Bilingual Education	- to familiarize parents with the definition, philosophy, goals, objectives, history and legislation of bilingual education. Types of bilingual programs were presented with emphasis on the linguistic and cultural aspects as well as entry and exit of students.
2. Child Growth and Development	- to make parents aware of the linguistic and cognitive development of their children.
3. Child-rearing Practices of Italian American Parents	- to discuss the values, expectations and child-rearing practices of parents of Italian bilingual students.
4. Comparing the American and Italian Cultures	- to compare the two cultures in terms of roles of family members, children's learning styles, school structure, work ethics, academic outlook and the Italian contributions into the American society.
5. Home Activities	- to provide parents with activities that they can use at home in helping students develop reading and math skills.

Workshop Title	Objective
6. School and Classroom Structure	- to introduce parents to individualized, open, traditional and learning center classroom structures and to the hierarchy of the American school.
7. Educational Pursuits for Parents	- to provide parents with information regarding educational opportunities for themselves from English as a Second Language to high school diplomas, certificates or associate degrees in early childhood education and how parents can work through the school bureaucracy in expressing their views regarding their children's education.
8. Parent Participation in Schools	- to familiarize parents with their rights and duties within the school structure.
9. Italian Cultural Evening	- to provide noteworthy models of successful Italian Americans, Ambassador John Volpe, Hon. Geraldine Ferraro and to provide the Italian Folkloric Bilingual Student Group an opportunity to perform before their parents.

The Workshops Conducted During 1983-1984

At the end of the 1982-83 program year, the Project Director, Dr. Maria Lombardo, scheduled an evaluation and planning meeting at the New York and Boston sites. Each of the site meetings was attended by the Site Bilingual Director, classroom teachers and the PAC leaders. The District Superintendent also attended the Boston meeting. It was agreed that "reading" in a very broad sense would be the focus for 1983-84 parent institutes. A series of parent workshops would be conducted which would involve approximately 32-35 program hours. Instruction would minimize lecture and emphasize parent involvement and learning by doing.

In brief, for each of the workshops in the series, three classroom teachers would be presenters. Each teacher would work with 10 parents.

Teachers would provide and demonstrate reading lessons following a Handbook entitled Reading Skills and Activities for Italian American Parent Training Institutes (The National Italian American Foundation,Lombardo, 1983). The outline of reading skills has been included in Appendix B. Parents would be taught how to prepare reading materials and projects which could be employed with their children at home. In turn, parents would become familiar with classroom reading lessons assigned to their children to be done as homework.

As the parents became more familiar with the reading process, monitor their child's activities in completing school reading assignments, and develop reading projects of their own, greater parent responsibilities for student achievement would be assured.

Analysis of Data

The following major tasks were accomplished in collecting data and implementing the evaluation over the two year period of the project:

- Twenty-six Boston and 27 New York City parents who participated in the program completed a set of survey questionnaires created to provide place of birth in Italy, length of time in the U.S.A., educational and occupational background and their language proficiency in English and Italian. Attitudes and knowledge relative to the bilingual program and their children's school program generally were also obtained along with their willingness to become involved with school programs.

- Children of the program parents completed a similar set of questionnaires which revealed their attitudes toward school and the bilingual program, home and family interactions, sources of information about their Italian heritage, attitudes toward the world of work and college, and finally, their proficiency in English and Italian.

- An instrument was created and revised to assess the degree of parent involvement in home activities and interactions with their children. These activities correlated with skills and learning outcomes deemed essential in learning how to read. The final instrument was created in both English and Italian language. The instrument has been placed in Appendix C.

A quasi-experimental design was employed and replicated in two sites, Boston and New York City. Both sites were able to obtain a comparable set of parents who did not participate in the program. Therefore, it was possible to compare the program parents versus the non-program parents on the average number of "home activities enhancing reading achievement" with which each group was involved. Boston City Public Schools authorized the release of standardized reading scores on program and non-program children from the various schools where parents were served or were in the non-program group. Thus, standard scores in reading were available for the years 1982, 1983 and 1984. New York City did not have standardized reading scores available for the children whose parents were involved in the program.

Evaluation Results

The following six questions are addressed in the final summation of this project:

(1) What were the nature and attributes of the Italian parents and their children involved in the project?

(2) What were the qualitative reactions of parents to the 1982-83 Parent Training Institutes and the major outcomes?

(3) Did children whose parents participated in the Italian American Institutes, as compared to those whose parents did not, increase their reading achievement by at least one stanine score on a standardized measure?

(4) With what kinds of home activities, which if employed would enhance reading achievement, were parents actually involved?

(5) Did program parents, as contrasted to a comparable non-program group, become more actively involved in creating home activities deemed important in increasing children's reading skills, and thus reading achievement?

(6) Did children whose parents were highly involved with home activities show more gains in reading achievement scores than did children of parents who were moderately or even slightly involved in such activities with their children?

An analysis of data was completed which would answer each of the six evaluation questions in sequence. The results are stated for each question and a final summary of the major findings is provided.

1. What were the nature and characteristics of the Italian parents and their children?

In Boston and in New York City the majority of parents are below 40 years of age. Their schooling, for the most part, is not beyond the 8th grade.[1] The median years in the U.S.A. is 15 years; however many of the New York City parents are "newcomers." Most program parents in Boston came from Sicily. The New York City parents came primarily from Palermo.

The parents perceive their language capabilities relative to understanding, speaking, reading and writing Italian as excellent. They express less capability in English, especially with regard to reading and writing. Italian is usually spoken in the home as a dialect rather than the standard. Dialects were also spoken at the parent workshops.

Occupations designated by the fathers indicate they are primarily in the trades and service jobs. On the average, the mothers remain in the home.

A very high percent of the parents indicated an interest, and understanding and considerable involvement in school activities. This is true for parents both in Boston and in New York City. Parents' attitude toward school as a whole is a positive one. Inferences regarding attitude should consider, however, that parents indicate less than perfect understanding of what the schools are trying to do. In turn, they are neither absolutely positive about the goodness of the instructional programs, nor do they feel a part of the bilingual program.

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[1]This summary is based on data presented in Tables 1-6 placed in Appendix D.

Characteristics of Children of Program Parents[2]

Children were asked to respond to a similar set of questionnaires which were used with the parents. One dimension assessed was their attitude toward the bilingual program. Other questions reflected home and family interactions, sources of knowledge of Italian heritage and culture, attitudes toward work and going on to college, their parents' contacts with the school, and the children's feeling about their own language proficiency.

The survey of attitude toward their school program contained the same elements as the questionnaire to which their parents responded. Their attitude, like their parents' was positive; in fact, the New York City children were extremely positive on a majority of the dimensions. Similar to the parents, children from both sites were less than "highly" positive regarding their knowledge and understanding of their educational program. A larger percent of the Boston children indicated less than a very positive attitude relative to goodness of instruction, felt that the school was not fully helping them like themselves and indicated a lower level of interest in their studies and school activities.

The second questionnaire obtained responses to several interesting dimensions related to the home setting and parent interactions. Briefly summarized, both Boston and New York children indicate that their parents see that they do homework and a majority of the parents help them as well. Children are encouraged to read by parents; however, they are less often read to by their parents. As expected, TV receives much attention.

Family interactions and communication relative to school, its problems and importance, is extremely high, according to the children in Boston and

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[2]This summary regarding children of program parents is based on data presented in Tables 7-9 in Appendix E.

New York--a very high heartening finding. Many parents apparently are not taking their children to the library.

The Italian family visits relatives and exchanges stories about Italian heritage and culture. This occurs in Boston and in New York. Approximately two-thirds of the family's communication is reported to be in Italian.

Although a majority of fathers and mothers did not go to college, all parents are encouraging their children to consider college and almost all the children indicate they want to go to college. For the most part, they prefer to do something other than what their parents are doing.

There is almost unanimous agreement in the Boston and New York groups that they like their school, like the bilingual program, want to do well in school, enjoy learning two languages and are involved in individual as well as group instruction. They interact with their peer group in doing their homework.

Boston site children indicated that they are more at ease with the Italian language when speaking, reading and writing, than with English. On the other hand, at the New York City site children indicated that as a group, they know more English than Italian. Although a majority of the New York City group find speaking Italian relatively easy, only about 15% find reading and writing Italian easy.

2. What were the qualitative reactions of parents to the 1982-83 Parent Training Institutes and major outcomes?

At the Boston Site

The most salient results of the Italian Parent Training Institutes for the first year are summarized below:

1. Many of the Italian parents attended a Multi-Cultural Fair on Sunday, June 4, 1984 with other parent groups from around the city and they were very proud of their accomplishments. Two of our parent presenters, Antonio Galbiati and Rosario Cascio received awards of merit for their input into parent training citywide.
2. A prevalent problem in Italy is that parents of a lower socio-economic status do not help their children in the home nor do they attend school meetings. This same pattern occurs here. Through the workshops, parents learned that they must take responsibility for their children's education rather than delegate this responsibility to the teacher.
3. Parents realized that they have power and influence over their children's education. In fact, the Boston parents met and formulated a petition in order to make some changes in the bilingual program.
4. Those parents, who have never attended PAC meetings nor any other school function, organized meetings and attended the workshops.
5. Parents became relaxed about calling their children's school and visiting teachers regarding their problems.
6. Parents, who were initially bashful and afraid to give their names and backgrounds verbally, felt more at ease in expressing themselves orally as the workshops progressed.
7. Parents became familiar with their children's school programs.
8. Parents were sensitized to the learning process of children from birth to adulthood.
9. Parents realized how the Italian language can be used effectively in the home.
10. Parents learned how they can assist in their children's learning process.

11. Family ties were strengthened as students helped their parents prepare assignments for the Workshops.

At the New York City Site

Some of the positive results of the Workshops conducted in District 30, Queens, are listed below:

1. A PAC was formed and officers elected.
2. The president and the secretary of the bilingual PAC became members of the Citywide Parents' Advisory Council for Bilingual Education.
3. Ten parents agreed to become part of the District School Volunteer Program, working with Italian LEP students.
4. Parents attended the Italian Bilingual Bicultural Educators Association Conference which focused on use of the Italian language in bilingual programs and the portrayal of Italians and Italian Americans in textbooks. Awards were given to noteworthy, outstanding students in the bilingual program.
5. Parents became familiar with the School Board elections. They realized that schools in the U.S. are run on a democratic system and that it is important for each parent to participate. Twenty parents voted in the School Board elections.
6. Parents and their children participated in a cultural trip to Washington, D.C. This was an enriching experience for them and their children as they visited the Capitol, and museums throughout the city.
7. The presenters, who conducted the Institutes are the bilingual teachers for the children of the parents partaking in the Institutes. This connection automatically establishes a working relationship between parents and teachers for the betterment of the students.

8. Close to one half of the parents enrolled in ESL classes and several in a GED program as a result of the Institutes.

9. A few parents, who had volunteered to work in the schools were acknowledged and given awards by administrators during Parents' Evening, which was attended by families representing the many linguistic groups within the district.

An Observation of Language Proficiency

The experience has made parents aware of their children's school situation, in that not only are students confronted with the task of learning English through the bilingual program, but they are also required to learn standard Italian. The problem for students is a) the lack of reinforcement in the home for both languages and b) the reality of communicating in a dialect with their parents and being told that the dialect is an inferior language and useless not to be used in public.

The Institutes' presenters dealt with this tri-lingual issue by making parents cognizant of the usefulness of the dialect as a medium of communication. Parents were urged to instill pride in their children by explaining to them that their dialect not only represents them but their ancestors as well. Parents were also told that their children should be made to feel that in addition to the dialect they could learn other languages.

To express to parents the notion that dialects are a medium for expressing one's ideas and, therefore, are equally important to any other linguistic form, standard Italian or English, Ambassador Volpe presented a lecture using his colloquial Abbruzzese. After the initial shock of having an outstanding Italian American speak using a dialect, the parents were delighted and applauded enthusiastically. After the presentation, for

the remainder of the evening, they freely interacted with school officials, overlooking the medium of communication.

3. Did children of parents participating in the Institutes, as compared to children of parents who did not participate, increase their reading achievement?

The Boston City Public School System released the Metropolitan Reading Achievement Test scores on children of 25 program parents and a comparable set of children of 25 non-program parents with similar Italian background characteristics (see Appendix F). A child of a program parent was matched by grade level, school site and gender with a child from a non-program parent.

The standard reading achievement score chosen for comparing the two groups of children was the stanine. The stanine score reflects the rate of learning and is a standard scale with equal units. A child who was tested as reading at the average grade equivalent of grade 3, grade 4, grade 5, respectively while in the 3rd, 4th and 5th grades would be reported as being at a stanine level of 5 for each of these successive years. An increase of one grade equivalent would occur as expected; however rate of learning is the same. If on the other hand, a child's stanine level increased from a stanine of 5 to a stanine of 6 between two successive years of testing, one is able to say that this child has increased in rate of learning and is now achieving above average for a particular grade level.

Children from the sets of program and non-program parents were identified who had increased their standardized reading achievement scores by one or more stanine level between 1982 and 1984 year-end testings. The remaining children in either group either had no stanine score increase or actually may have regressed. Thus it was possible to create a 2 x 2 table

indicating the frequency of program children versus non-program children relative to an increase of one stanine versus stayed the same and/or regressed. The following table shows the results of this tabulation.

Table 10

A Comparison of 25 Program and 25 Non-program Children Relative to Increase or No Increase in Stanine Score Obtained on the Metropolitan Achievement Test in 1982 and Again in 1984

	Increased At Least One Stanine Level	Stayed at the the Same Stanine Level or Regressed
Program Children	16	9
Non-Program Children	5	20

For a one-tailed test when df = 1, a Chi Square of 6.64 or larger has the probability of occurrence of $p < .005$. The obtained Chi Square is $\chi^2 = 8.21$, corrected for continuity.

The frequencies and obtained Chi Square indicate a greater proportion of children whose parents participated in the Institutes increased their reading levels that in the case of those children whose parents did not. A strong relationship exists between program affiliation for the two year period and an increase during this period in reading achievement.

The practical significance of this relationship can be evaluated by changing the $\chi^2 = 8.21$ to a ϕ (phi) coefficient which can be interpreted as a Pearson Product-Moment coefficient (r). The formula for phi is:

$$\phi \text{ (phi)} = \sqrt{\frac{\chi^2}{N}}$$

Thus the obtained phi coefficient is $\phi = .41$ which indicates a substantial relationship between program affiliation and reading achievement scores.

It should be kept in mind, however, that the inability to assign parents at random into two groups, and then at random decide which group would participate in the Parent Institutes, limits a causal interpretation. However, in a following analysis completed to answer question 5: "Did program parents, contrasted to non-program parents, become more actively involved with home activities increasing reading skills?" it will be shown that a larger proportion of parents, whether in the program or not, but reported more home activities, also had children who increased their reading achievement levels, as contrasted to those parents reporting fewer home activity involvement. This would be the expected outcome, if the causal inference were in fact true.

4. With what kinds of home activities were parents actually involved?

The Parent Home Activities with Your Children questionnaire was administered to all parents (see Appendix C). Twenty-five program parents and 25 comparable non-program parents at the Boston site completed the questionnaire at the end of the program year 1984. Boston program parents also were asked to complete it prior to the program. The New York City parents completed it at the end of the program and involved 24 program parents responding along with 12 non-program parents.

Appendix G contains the six tables (Tables 11-16) which present the frequency of response of parents to the various home activities presented them on the questionnaire. A summary of the first two tables is given below. It is based on parent responses, reported as percentages, to whether they were involved with their children in 13 home activities which would enhance reading skills. In brief, the following are the descriptive findings.

BOSTON:

1) Program and non-program parents help their children learn the alphabet and counting.

2) The program parents are more actively involved in 7 of the remaining 11 activities than are non-program parents.

3) Program parents increased their frequency of home activities at the end of the program as compared to the beginning in three activities: (1) helping their children color pictures (2) asking questions of their children about TV programs, and (3) playing instructional games with their children. It is also noted that program parents had a higher percentage of response than the non-program parents.

NEW YORK CITY:

1) Non-program parents (N = 12) indicate considerable less involvement in home activities enhancing reading skills as compared to the 25 program parents. There is an exception in 4-5 of the activities in which the two groups are comparable, notably - looking at picture books, asking children to name objects in pictures, teaching the alphabet and learning to count. These appear to be rather standard activities with children.

The 13th and 14th table in Appendix G contain parent responses to a second set of home activities. These 10 activities were ones which required higher order language and reading skills on the part of children. The following summary highlights the findings of the analysis of parent responses to these 10 activity statements.

BOSTON:

1) Program parents in Boston increased their percentage of response between before and after the program in five activities:

   #1 looking at school work that their children bring home

   #4 showing children how to use a dictionary

   #5 discussing and planning a time sequence for family or school activities for a week or more

   #7 having a child tell about a person in a story

BOSTON, Continued:

#8 talking with a child about the most important thing happening in a story

2) Although program parents increased frequency of home activities in five areas, it should be noted that comparable non-program parents, who completed the questionnaire only once at the end of the program, had comparable frequency of response to 3 of the above activities. Program parents exceeded non-program parents regarding:

- o Use of the dictionary, and
- o Important thing happening in a story read to the child

NEW YORK CITY:

1) The 24 parents reported a greater percentage of home activities in which they participated than the 12 non-program parents. This was true for all of the ten higher order skill level items in this section of the questionnaire.

Finally, the percentages of use of Italian, English and/or both languages employed in parent-child interactions resulting from these home activities were tabulated in the remaining two tables. A majority of the non-program parents in Boston did not complete the questionnaire relative to language use. Therefore the results are not very illuminating. Many of the program parents failed to respond. Italian language is preferred; however, parents report using English frequently. The program had no apparent effect on language preference.

New York City non-program parents report speaking Italian almost exclusively, while program parents claim less usage of Italian alone and greater usage of English with their children in home interactions.

5. Did program parents, as contrasted to a comparable non-program group, become more actively involved in home activities that increase childrens' reading skills?

In order to answer this question several comparisons were made. A statement must be made regarding the nature of the dependent variable, namely, "involvement in home activities."

This dependent variable was operationally defined as parents' response to each of two sets of parent home activities with their children. All the activities were deemed valid relative to enhancing children's reading skills. One set consisted of 13 items (home activities) which would develop basic reading skills. For example, "Help your child learn the alphabet."; "Point to a picture and ask your child to name an object in the picture."; or "Read a story book to your children." (Appendix C contains the complete Parent Home Activities Questionnaire.) To each of 13 home activities, parents could respond either a yes or no. A score of 10 yes was considered higher than a score of 6 yes. Parents were also able to indicate which language was employed with their child in these interactions.

Another set of items, 10 in all, listed home activities considered to be valid for higher order reading skill development required for advanced reading levels involving interpretation and evaluation. The parent was asked to respond, or check, one of three possible responses regarding each home activity: "When time permits," given a value of 1; "Frequently," given a value of 2; and "most of the time," given a value of 3. Thus a parent's score on this set of higher order skills could be a maximum of 30 or a minimum of 10.

In order to determine if program parents became more actively involved in home learning activities with their children than non-program parents, three analyses were made:

(1) Comparison of Average Home Activity Scores, Based on All 23 Questionnaire Items, Between Program Parents and Comparable Non-Program Parents.

(2) Comparison of Program Parents versus Non-program Parents to Each of the Two Levels of Home Activities, namely, Basic Skills and Higher Order Skill Activities.

(3) Comparison of Before versus After Program Responses of Boston Parents - a Repeated Measures Analysis.

Table 17 contains the average parent home activity score for program and non-program parents at the end of the parent institutes in the Spring of 1984. Boston and New York City are each reported. The average is based on total parent score, a combination of each parent's response to all 23 items of the questionnaire.

Table 17

Comparison of Average Home Activity Scores of Program and Non-program Parents at the End of the 1983-84 Parent Institutes in Boston and in New York City (Based on All 23 Items)

Site	N	Mean Score	Standard Deviation	F	df	p
Boston						
Program Parents	25	30.4	7.07	6.53	1/48	.0138
Non-Program Parents	25	24.9	8.16			
New York City						
Program Parents	24	34.1	4.51	54.17	1/34	.00001
Non-Program Parents	12	20.8	6.13			

A perusal of the means obtained by the program parents in Boston and New York City indicate they were more highly involved in home activities which enhanced their children's ability to read than were the comparable

non-program groups of parents. A simple analysis of variance was applied to the data which indicated, as may be noted by the F ratio of 6.53 for the Boston group comparison to the F of 54.17 for the New York City group comparison. The difference, in favor of the program parents, is significant and even substantial in the New York City comparison.

The second analysis involved a comparison of program parents with non-program parents on each of the sub-sets of home activity items, namely, basic reading skill and those involving higher order reading skills. Table 19 which follows shows the average scores obtained for each activity level, each program site and for each parent group.

Table 18

Comparison of Program and Non-program Parents' Average Home Activity Scores Obtained on Each of Two Levels - Basic Skills and Higher Order Skills

Site	Program Parents (N = 25) Mean Score	Program Parents (N = 25) Standard Deviation	Non-Program Parents (N = 25) Mean Score	Non-Program Parents (N = 25) Standard Deviation	F	df	p
Boston:							
Home Activity Level							
Basic Skill Activity	11.7	2.13	8.2	3.84	15.68	1/48	.0002
Higher Order Skill Activity	18.8	5.65	16.2	6.56	2.12	1/48	.1521
New York City:	(N = 24)		(N = 12)				
Home Activity Level							
Basic Skill Activity	12.4	1.86	7.2	2.41	52.24	1/34	.00001
Higher Order Skill Activity	21.7	4.00	13.7	5.49	31.88	1/34	.00001

A comparison of the first set of means in Table 19 above indicate that Boston Program parents participated in more home activities at the basic level than non-program parents. However, no difference was found between program and non-program relative to higher order skill activities. Simple analysis of variance was applied to these data as may be observed in the table where the F statistic, degrees of freedom, and level of probability are reported.

In contrast, New York City program parents indicated far greater number of home activities in which they participated on the average than did non-program parents. This higher average score in favor of the program parents occurred for both the basic skill activities and the higher order activities. Again, simple analysis of variance applied to the data indicated these differences were not only statistical significant but also substantial.

The third analysis was completed of the Boston site data where parents had completed the questionnaire before and after the Parent Institute. The comparable non-program parents did not complete the questionnaire until the end of the year 1983-84. The results of the repeated measures on the program group are presented in Table 19, below.

Table 19

Comparison of Average Scores of Program Parents at the Boston Site Before and After the 1983-84 Parent Institutes to the Parent Home Activity Questionnaire (N = 25)

	Before Program		After Program				
Boston Site	Mean Score	Standard Deviation	Mean Score	Standard Deviation	F	df	p
Home Activity Level							
Basic Skills Activity	10.0	2.31	11.7	2.10	16.35	1/24	$< .01$
Higher Order Skills Activity	17.0	4.02	18.76	5.65	1.55	1.24	$> .05$
All Activity Items Combined	27.1	5.23	30.4	6.38	4.14		$> .05$

An analysis of variance for repeated measures for the data reported in the above table indicated that the Boston parents who participated in the Parent Institute reported a greater number of home activities enhancing basic reading skills after program participation than before. Although the obtained $F = 16.35$ is statistically significant at $p < .01$ level, the average increase in basic skill activities is not large.

Analysis of variance for repeated measures for the higher order skill activities and for total average score obtained F ratios of $F = 1.55$ and $F = 4.14$, neither of which is statistically significant. With df = 1 and 24, $F_{.05} = 4.26$. Thus it can be seen that the difference between total score on the pretest and the posttest score fell short of significance.

The results of the three analyses reported above can be summarized briefly as follows:

- Program parents in the Parent Institutes reported on the average implementing more home activities enhancing reading skills than a comparable group of non-program parents.
- The above outcome was replicated over two sites, Boston and New York City.
- Breaking down the home activities into basic skill training and higher order skill training activities, program parents at both sites indicated implementing on the average more basic skill activities than did the non-program parents; New York City parents on the average implemented more higher order skill activities than the non-program group which was not the case in Boston.
- Before and after comparisons of the Boston program parent responses indicated that on the average, the parents did increase home activities in the basic skill area; however this was not found to be true in either higher order skill or total home activity score.

6. Did children of parents reporting high involvement with their children in home activities enhancing reading skills, show more gains in reading achievement scores than did children of parents who were less involved in such home activities?

Since standardized reading achievement scores were available only for Boston children, an answer to the above question was based on the analysis of the responses of 50 Boston parents to the home activity questionnaire and their 50 children whose test results were available.

First, the program parents and non-program parents were considered as a single group. A distribution of parent home activity scores was obtained. This total score was a sum of their response to the basic skill items (home activities) and the higher oder skill items. The median home activity score was determined for this distribution of 50 parent total scores.

The next step in the analysis was to determine which of the 50 parents had children who had increased their reading achievement score by at least one stanine between 1982 and 1984 testing, and conversely, those whose children had no change or regressed in reading achievement. Twenty-one children increased their reading achievement by one stanine and 29 children did not.

A 2 x 2 table was created which permitted a tabulation of how many parents who were at or above the median score in terms of involvement in home activities with their children had children whose stanine score increased and how many stayed the same or decreased. Of course, similar tabulation was made with parents whose involvement score was below the median. The results of this tabulation is given in the following table. It becomes quite evident that parents who were above the median home activity score had children whose stanine score increased more frequently than stayed the same or decreased. The opposite was true of parents who were

below the median relative to home activity score.

Table 20

Relationship Between Parental Involvement in Home Activities Enhancing Reading Skills and Their Child's Increase or Decrease in Reading Achievement on the Metropolitan Reading Test Administered in 1982 and Again in 1984

Home Activity		Reading Achievement Stanine Score	
		Increase	Same or Decrease
Total Home Activity Score	At or Above Median	17	9
	Below Median	4	20

For a one-tailed test when df = 1, a Chi Square of 6.64 or larger has probability of occurrence under the null hypothesis of $p < \frac{1}{2}$ (.01) = $p < .005$. The obtained Chi Square is $\chi^2 = 10.24$, corrected for continuity.

The median test was applied to the data in the above table. The resulting Chi Square was determined to be $\chi^2 = 10.24$ which is significant beyond the $p < .005$ level. Transforming the Chi Square statistic into a ϕ (phi) coefficient which can be interpreted as a Pearson r as was indicated in a preceding part of the evaluation section, the obtained ϕ (phi) = .45, a substantial relationship.

We conclude that parents who become involved in home activities designed to enhance children's reading skills have children who increase their reading achievement over time than do parents who are less involved in such home activities.

Summary of Major Findings

This summary is oriented primarily toward the major objective of the Parent Institutes for the second year of the program, namely, to raise the reading achievement levels of limited English proficient children served by schools at two sites, Boston and New York City. Actually, the program consisted primarily of showing and telling parents what took place in their child's classroom and how children learn, especially how they learn to read. Introduced to several kinds of teaching activities which could be replicated in the home setting, parents could become more actively involved in enhancing their children's reading skills. It was hypothesized that increased parental interest, knowledge and involvement of Italian parents in the education of their children would result in an increase in their children's reading achievement level as measured by standardized test procedures.

The major findings reported for this project are as follows:

(1) A greater proportion of children whose parents participated in the Institutes increased their levels of reading achievement than in the case of children whose parents did not participate. A ϕ (phi) coefficient showing the degree of relationship between parent program affiliation and childrens' reading achievement scores was found to be ϕ (phi) = .41. Compared to other factors which have been correlated with reading scores, such as I.Q. scores, the obtained coefficient is substantial.

(2) Parents participating in the Institutes reported implementing, on the average, more home activities enhancing reading skills than did a comparable group of non-program parents. This outcome was replicated over two sites, Boston and New York City.

(3) Program parents at both sites indicated implementing, on the average, more basic skill activities than did non-program parents.

(4) Relative to implementing higher order reading skill activities, only New York City program parents indicated a higher average than the non-program parents; Boston program and non-program parents averages were no different.

(5) Only the Boston site obtained before and after program measures on home activities implemented; program parents did increase implementation, on the average, such activities in basic reading skill area but not in the higher order skill area.

(6) Combining the 25 program and 25 non-program parents at the Boston site into a single group and comparing the upper half of the parents relative to home activity involvement against the lower half, it was found that parents who are more involved in home activities which enhance a child's reading skills are more likely to have children who increased their reading achievement over the two year period than did parents who were less involved. This analysis suggests a cause effect relationship. The degree of relationship was found to be ϕ (phi) = .45, a substantial coefficient.

(7) Looking at picture books, asking children to name objects in pictures, teaching children the alphabet and how to count appear to be standard activities of all the parents quite apart from group affiliation. Program parents exceeded non-program parents regarding "use of the dictionary" and identifying "important thing happening in a story read to the child." Generally, higher order reading skill activities are less often reported as occurring in the home setting. For example, the average score for the Boston program parents was approximately 19 in a range of 10 to 30 possible. Non-program parents obtained an average score of 16. It may be noted, for example, that 60% or more parents at the Boston site who participated in the program did not check "most of the time" when given the opportunity to do so on the survey of activities questionnaire relative to higher order reading skill activities such as:

- o Discuss with your children the homework they have to do the next day.
- o Help your children as they read, review or recite their homework or study for a test.
- o Show your children how to use a dictionary, a map, an index to a book or library.
- o Discuss and plan a time sequence for family or school activity for a week or more.
- o During conversations with your children, help them learn differences between facts and opinions.

- o Have your children tell you about a person in a story.
- o Talk with the children about the most important thing that happened in a story.
- o Talk to your children about propaganda and why it is used.
- o Encourage your children to read for fun.

In all probability few parents do, in fact do many of the things indicated above "most of the time"; however according to recent critics of American Education, such activities would probably enhance interpretative, evaluative and critical thinking skills in children which are deemed to be sorely lacking.

A singular recommendation relative to this and perhaps other similar parent training programs would be to explore and develop more fully parent training programs which would in fact enhance thinking skills.

CONCLUSIONS

The two year Italian American Parent Training Institutes had positive effects on the parents from Boston and New York City. The experience and ramifications of this program extend to other parent training projects.

During the first year, an introductory course provided parents information relating to the structure of the American school and the bilingual program as well as opportunities available to them in bettering their own education. Results of the sessions were qualitative with parents motivated to become involved in the politics of their children's bilingual program. In Boston they organized as a group and petitioned for a bilingual kindergarten. The following year an Italian bilingual kindergarten class was established. Some of the parents rose to leadership positions, assuming responsibility as representatives in the citywide parent committees and as aides within the bilingual classes. Many parents, to better their own education,enrolled in English as a Second Language classes and in classes directed toward the attainment of their high school diploma.

Although this introductory course is an essential part of any parent training program allowance should be made for its timeliness. In this two year project, the introductory course took half of the sessions. A solution is to either make the introductory course a separate program or to extend the entire project beyond a two year period. The latter is perhaps the most effective because a) the course could be elaborated and intensified to offer more detailed information and b) parents would have the opportunity to apply that which was presented to them.

The second year, based on their interest and request, provided parents a narrowly focused program of reading skills and activities. The

prevalent element of the program was that the presenters of the sessions were the bilingual teachers of the children of this parent group. A natural interaction evolved from this contact. Normally, this interaction would not take place since parents are intimidated in working with teachers. The teachers encouraged the parents explaining that they were an integral part of the children's learning process. Once parents were provided knowledge to the relevant skills and activities for their children, they conducted these in the home and the results were remarkable with the children's reading scores improving when these were compared before and after the program. Research had predicted this end result, and the quantifiable data from the project proved it. The success of this program is indicative of the necessity of parental involvement in children's academic achievement. In fact, there was a direct correlation between school achievement and parental involvement when the scores of the control and experimental group were combined.

It must be noted that when parents were asked what home activities they had conducted with their children, the majority reported working on basic reading skills. Higher order reading skills were perhaps not instructed for the following reason - parents were not aware that they could teach these skills through oral language. Higher order skills of critical thinking, interpreting and evaluating need to be instructed to parents and then to students. This has to be a concentrated effort on the part of the home and school because observational studies of classroom teachers have indicated that teacher interaction with students is kept at the factual level. A followup to this project and a recommendation for other parent training programs is to teach parents and even teachers a reading course in critical higher order reading skills.

Based on the observations and results of this parent training program, it is recommended that all school programs consider parental involvement as a correlate for students' academic achievement. Parents need to be assured they are important in their children's schooling. Regardless of their education level, when properly instructed, parents are able to conduct home activities with their children. Involvement on the part of parents transmits to children the notion that their parents are genuinely interested in what they do and they are willing to help.

Future parent training should concentrate on programs specifically focused on a skill area such as math or reading and parents should be presented skills and concrete activities that they can conduct with their children. Ideally the children's classroom teachers should present the lessons to the parents so that parents will realize the impact of their work upon their children's achievement.

Schools need to realize that parents are an invaluable resource. They can assist at home and in school by conducting home activities and acting as volunteers in school programs, partaking in parent advisory committees and as agents in the school's decision making process.

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Site/Location: _____

Workshop Title: Overview of Bilingual Education

Instructor: _____

Dates Workshop Held: _____

WORKSHOP LESSON

Session I

Objectives	Materials & Reading	Activity/Time	Evaluation	Assignments
1. After a debate on the definition, philosophy, goals, objectives and the pros and cons of bilingual education, the participants will be able to define bilingual education as well as give examples of the goals, objectives, pros and cons of bilingual education when asked by the instructor in a large group discussion. 2. After a presentation on the history, legislation and the various aspects (types of programs, entry and exit from programs, language usage and the use of culture) of bilingual education programs, the participants will be able to summarize the history, legislation and various aspects of bilingual programs when asked by the instructor in a large group discussion.	1. Flip chart and easel 2. Magic marker	30 min. 1. Intro. Activity 45 min. 2. Debate on the pros and cons of bilingual education. Definitions will also be included. 30 min. 3. Description of the local bilingual program including its history, the type of program and its goals, language usage and use of culture in the program. 15 min. 4. Summary activity - Record on a flip chart what parents have learned.	Response to the summary activity will determine if the objectives have been achieved.	Interview - a neighbor or relative

Site/Location: _____

Workshop Title: Child Growth and Development

Instructor: _____

Dates Workshop Held: _____

WORKSHOP LESSON

Session II

Objectives	Materials & Reading	Activity/Time	Evaluation	Assignments
1. After a media presentation on Piaget's stages of child development, the participants will be able to correctly identify, sequence and give an example of each of Piaget's stages when asked by the instructor in a large group discussion. 2. After listening to a presentation on bilingual child development and being provided with specific discussion questions, the participants will compare the ideas presented to them with their own children's development in a small group discussion when asked by the instructor. 3. After comparing their children's development with ideas presented in a lecture in a small group discussion, the participants will be able to summarize their discussion and present the summary to the class when asked by the instructor.	1. film, projector, screen 2. Titone's questionnaire	20 min. 1. Media presentation on child development. 20 min. 2. Presentation (lecture) - bilingual child. 20 min. 3. Group discussion - Parents will talk about the presentation in terms of their own experiences. Specific questions will be provided. 60 min. 4. Groups will report back to the larger group on their small group discussion.	The summaries from the group discussions will be used to determine if the objectives have been achieved.	Titone's questionnaire for reading

Site/Location: _____

Workshop Title: Child-rearing practices of Italian parents

Instructor: _____

Dates Workshop Held: _____

WORKSHOP LESSON

Session III

Objectives	Materials & Reading	Activity/Time	Evaluation	Assignments
1. When the instructor provides the following situational topics: expectations for children's achievement (blue collar vs. white collar workers) establishment of goals for children, influence of the extended family (rank order of respect) conflicts of the modern family (dating) parents will articulate their views in a small group discussion and then report a summary of their discussion to the larger group. 2. When given a quiz on the content of the first three sessions by the instructor, each parent will be able to correctly answer at least 80% of the questions.	Written quiz Kaplan's article 60 min.	60 min. 1. Group work/ Role-play - Parents will break into 5 groups of six and re-enact a family situation; each person will be assigned a family role. Situations will be developed so that child-rearing practices will be highlighted. 2. Presentation by Antonio & Rosario- child-rearing practices of other cultures. 3. Written evaluation.	Written multiple choice test, 10-15 questions.	Watch a T.V. show and look for stereotype of Italians.

Site/Location: _____

Workshop Title: Comparing the American and Italian cultures

Instructor: _____

Dates Workshop Held: _____

WORKSHOP LESSON

Session IV

Objectives	Materials & Reading	Activity/Time	Evaluation	Assignments
1. After listening to a presentation which compares the Italian and American cultures, the participants will be able to go home and brainstorm with their children and list at least five ways in which the Italian and the American cultures differ. 2. At the end of a presentation which compares the Italian and American cultures, the participants will state their values by completing the Values Orientation Preference when given the test by the instructor.		15 min. 1. Introduction to speaker 30 min. 2. John Volpe presents a lecture 15 min. 3. Question and answer period 60 min. 4. Debate/ discussion	Response to debate, value orientation preference (written).	Parents and children brainstorm and list 5 points demonstrating Italian/ American cultural differences.

Site/Location: _____

Workshop Title: Home Activities

Instructor: _____

Dates Workshop Held: _____

WORKSHOP LESSON

Session V

Objectives	Materials & Reading	Activity/Time	Evaluation	Assignments
1. After a presentation on ways in which parents can help their children with their schoolwork, the instructor will ask the participants to take their children to the library to research a school assignment, select three pertinent references, and to bring those references back to the following workshop. 2. After a presentation of ways in which parents can help their children with their schoolwork and being assigned to a group, each group of participants will complete learning centers.	handouts and visuals	1. Demonstration 2. Activity/skills	Bring back library assignments	Go to library with child and work with them on a school assignment. Coordinate with teachers.

Site/Location:

Workshop Title: School and Classroom Structure

Instructor:

Dates Workshop Held:

WORKSHOP LESSON

Session VI

Objectives	Materials & Reading	Activity/Time	Evaluation	Assignments
1. At the end of a presentation on classroom design, teaching materials, student assessment and the use of culture in the classroom, the parents will be able to complete the following learning centers: Center 1 - Audiovisual Center 2 - Bilingual Classroom Structure Center 3 - Math Center 4 - Pre-reading Center 5 - Reading	Materials to be demonstrated	60 min. 1. Presentation 60 min. 2. Put them through learning centers - operating filmstrips, films, tape recorders, learning centers	Are they able to do centers	

Site/Location: _____

Workshop Title: Educational pursuits for parents, Parental Participation in Schools

Instructor: _____

Dates Workshop Held: _____

WORKSHOP LESSON

Session VII

Objectives	Materials & Reading	Activity/Time	Evaluation	Assignments
1. After a presentation on pursuing educational goals, the parents will be able to list at least two ways in which they can further their education and describe the means to achieving these goals when asked on a quiz during Session VIII. 2. After a presentation on ways that parents can be involved in the schools, the parents will be able to identify four areas in which they can be of assistance in the schools and be able to give at least one example of each area when asked by the instructor in a large group discussion. 3. After a presentation on ways that parents can become involved in the schools, the parents will demonstrate how they can become involved by role-playing specific situations with the instructor.		60 min. 1. Lecture/ discussion 60 min. 2. Teacher-aide demonstration (simulation). Parents will act as students.	Learning Centers for 4 areas	-73-

Site/Location: _____

Workshop Title: Parent Participation in Schools, Workshop Summary

Instructor: _____

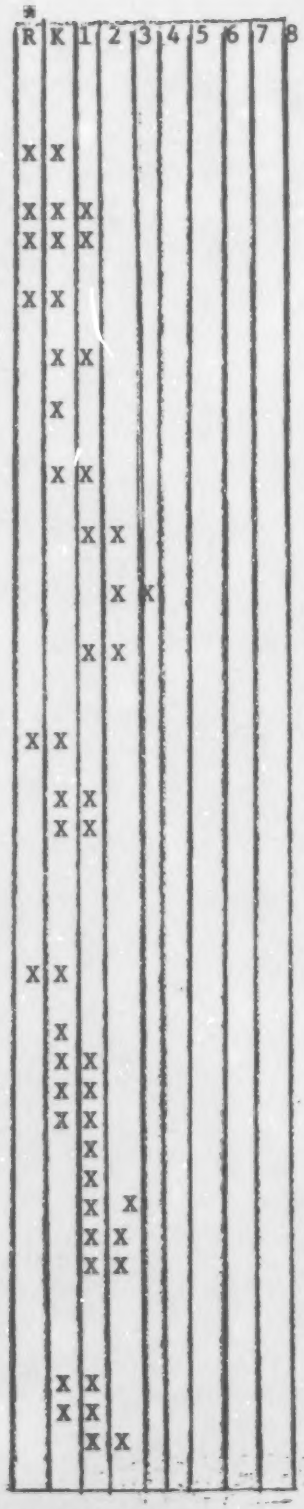
Dates Workshop Held: _____

WORKSHOP LESSON

Session VIII

Objectives	Materials & Reading	Activity/Time	Evaluation	Assignments
1. The parents will be able to orally summarize and evaluate the Institutes, articulate their plans for next year and complete a 20 question multiple choice test covering the content of the workshops with at least 80% accuracy when asked by the instructor.		1. Complete 2.4 - presentation of duties. 2. Summary of workshops 3. Plans for next year, # of parents planning to participate. 4. Evaluation of these sessions.	Follow-up evaluation: 1. number of parents enrolling as interns. 2. number of parents continuing in program. 3. oral evaluation/on tape. 4. examination of their knowledge (20 question multiple choice test).	

Reading Skills



*R = Readiness

I. Perceptive Skills

A. Auditory

1. To increase a child's awareness of sounds in the environment.
2. To enable a child to follow directions.
3. To introduce children to the sequence of letters in the alphabet.
4. To develop auditory discrimination in children by their reproduction of 2-3 syllable words.
5. To enable a child to hear sounds at the beginning, middle and end of a word.
6. To develop auditory discrimination in children by their listening to varying word lengths.
7. To develop auditory discrimination in children by listening to rhyming words.
8. To have a child auditorily distinguish vowels from consonants.
9. To have children identify the number of sounds in spoken words.
10. To encourage a child to listen for details.

B. Visual

1. To increase a child's ability to identify objects by labelling pictures.
2. To enable children to recognize sizes, shapes and colors.
3. To develop a child's left-to-right eye movements when reading.

II. Vocabulary

A. Word Recognition

1. To increase a child's interest in words by noting the use of words in everyday life.
2. To enable a child to recognize his or her name in print.
3. To develop a child's recognition of letters.
4. To develop a child's recognition of numbers.
5. To have children able to match letters.
6. To have children able to match words.
7. To have children able to match numbers.
8. To have children able to match phrases and sentences.
9. To have children able to match capital and small letters.
10. To help the child increase his or her knowledge of sight words.

B. Word Meaning

1. To encourage a child to orally convey his ideas to others.
2. To have a child associate words with pictures.
3. To enable a child to identify new words through picture clues.

R	K	1	2	3	4	5	6	7	8
X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X			
	X	X	X	X					
	X	X							
	X	X	X	X					
	X	X	X						
		X	X	X					
		X	X	X					
		X	X						
			X	X	X				
		X	X	X					
		X	X	X	X	X	X		
			X	X					
		X	X	X					
		X	X	X					
		X	X	X					
		X	X						
			X	X					
		X	X	X	X				
		X	X	X	X				
			X	X	X				
				X	X	X			

III. Meanings

A. Interest

1. To encourage a child's interest in learning to read.
2. To encourage a child's interest in reading by reading to him or her.
3. To increase a child's attention span.
4. To encourage a child to work independently for short periods of time.

B. Ablility

1. To develop a child's ability to identify the names of characters, to detect main ideas and to draw conclusions form listening to stories.
2. To develop a child's sequencing skills.

IV. Oral Expression

A. To encourage a child to speak spontaneously.
B. To develop a child's ability to use complete sentences.
C. To develop a child's speaking skills through the repetiti of short sentences.
D. To encourage oral expression by having a child make up endings to stories that they have heard.
E. To increase a child's speaking vocabulary.
F. To develop a child's ability to predict outcomes.

WORD ATTACK SKILLS

I. Phonic Analysis

A. To develop a child's recognition of single consonants in the initial, medial and final positions.
B. To develop a child's recognition of consonant blends in the initial and final positions.
C. To develop a child's recognition of consonant digraph sounds.
D. To enable children to discriminate between long and short vowel sounds.
E. To develop a child's recognition of vowel digraph sounds.
F. To enable children to recognize the sounds of various diphthongs.
G. To develop a child's understanding of the effects of the silent "E".

II. Structural Word Attack Skills

A. To develop a child's understanding of how prefixes can affect word meanings.
B. To have a child identify root words.
C. To explain the concept of possessives to a child and demonstrate how they are formed.
D. To introduce a child to various word endings (such as verb tenses and comparison of adjectives) and explain how these endings affect word meanings.

R	K	1	2	3	4	5	6	7	8	
				X	X	X	X			II. Structural Word Attack Skills (cont.)
				X	X	X	X			E. To Develop and provide practice with contractions.
										F. To provide a child with an understanding of the concept and structure of compound words.
					X	X	X			G. To develop a child's understanding of the proper use of suffixes.
			X	X	X	X	X			H. To present a child with rules on dividing words into syllables.
										COMPREHENSION
										I. Word
		X	X	X	X	X	X	X	X	A. To develop a child's comprehension skills through the use of context clues.
		X	X							B. To enable a child to use configuration clues in identifying words.
			X	X	X	X	X	X	X	C. To enable a child to break words into component parts in order to identify them.
			X	X	X	X	X	X	X	D. To enable a child to effectively use the dictionary.
				X	X	X	X	X	X	E. To become knowledgeable about synonyms, antonyms, homonyms and homographs.
				X	X	X	X			F. To provide children with practice in identifying key words.
										II. Text
			X	X	X	X	X	X	X	A. To enable a child to fill in missing words or information based on context clues.
							X	X	X	B. To be able to identify idioms and understand their meanings.
			X	X	X	X	X	X	X	C. To enable a child to identify an author's main idea.
					X	X	X	X	X	D. To enable a child to find major and minor details in paragraphs.
			X	X	X	X	X	X	X	E. To have a child perceive the relationship between cause and effect when reading stories.
				X	X	X	X	X	X	F. To enable a child to make judgments about characters, situations, etc.
					X	X	X	X	X	G. To develop a child's ability to summarize.
										ORGANIZATIONAL SKILLS
			X	X	X	X	X	X	X	I. To develop a child's ability to classify information.
							X	X	X	II. To develop a child's ability to outline.
							X	X	X	III. To enable a child to detect major patterns of paragraph organization.
					X	X	X	X	X	IV. To develop a child's note taking skills.

STUDY SKILLS

R	K	1	2	3	4	5	6	7	8	
						X	X	X	X	I. To have a child understand and be able to use the SQ3R (Survey, question, read, review, recite) study method.
				X	X	X	X	X	X	II. To enable a child to find needed information by using tables of contents, dictionaries, indexes, encyclopedias, maps, charts and graphs.
					X	X	X	X	X	III. To demonstrate to children the most effective ways to use the card catalog.
					X	X	X	X	X	IV. To familiarize a child with other publications containing information such as almanacs, telephone books, etc.

INTERPRETATION SKILLS

				X	X	X	X	X	X	I. To develop a child's ability to draw conclusions from reading material.
							X	X	X	II. To develop a child's ability to distinguish fact from opinion.
							X	X	X	III. To develop a child's ablity to detect propaganda.
				X	X	X	X	X	X	IV. To develop a child's ability to predict the outcome of a situation.
					X	X	X	X	X	V. To provide children with the opportunity to analyze situations and express their opinions.
		X	X	X	X					VI. To develop a child's oral reading skills.
				X	X	X	X	X	X	VII. To develop a child's silent reading skills.

APPENDIX C

Parent Survey Questionnaire: Home Activities With Your Children

Questionario Sulle Attivita
Istruttive Svolte in Famiglia

Cari genitori, agli insegnanti dei vostri figli interessa molto sapere che tipe di attivitá istruttive svolgete a casa assieme ai vostri figli, in particolare le attivitá relative si compiti che vengono assegnati giornalmente. A tal riguardo, vogliate cortesemente completare la serie di domande contenute in questo questionario. Le informazioni che fornirete serviranno a creare un programma istruttivo migliore per i vostri figli. Questo e infatti lo scopo principale di questo questionario.

Grazie

.....

Directions: All questions are to be answered by placing an "X" in the box to indicate your answer.

Istruzioni: Barrare con una crocetta la casella contenente la propria risposta.

A) Things which you have found time to do with your children. If yes, which language is used?

A) Attivitá che lei svolge con i suoi figli. Se svolge qualche attivitá, che lingua usa?

	Code:	Italian Italiano 1	English Inglese 2	Both languages used Ambedue le lingue 3
1. Look at picture books and ask your children to point to objects which you name.	Yes ☐ 1	☐	☐	☐
Sfoglia con i suoi figli dei libri illustrati e chiede loro di indicare le cose che lei nomina.	Si ☐	☐	☐	☐
	No ☐ 2			

		Italian Italiano	English Inglese	Both languages used Ambedue le lingue
2. Point to a picture and ask your children to name an object or thing.	Yes ☐	☐	☐	☐
Chiede ai propri figli di nominare le cose che lei indica in una illustrazione.	Si ☐ No ☐	☐	☐	☐
3. Help your children learn the alphabet.	Yes ☐	☐	☐	☐
Insegna ai propri figli l'alfabeto.	Si ☐ No ☐	☐	☐	☐
4. Tell the children a story that a picture or pictures describe.	Yes ☐	☐	☐	☐
Narra ai propri figli un racconto descritto in figure o illustrazione.	Si ☐ No ☐	☐	☐	☐
5. Read story books to your children.	Yes ☐	☐	☐	☐
Legge dei racconti ai suoi figli.	Si ☐ No ☐	☐	☐	☐
6. Ask your children questions answered in a story read to them.	Yes ☐	☐	☐	☐
Chiede ai suoi figli di rispondere a domande in relazione ad un racconto appena letto per loro.	Si ☐ No ☐	☐	☐	☐
7. Ask your children to make up an ending to a story you tell them.	Yes ☐	☐	☐	☐

		Italian Italiano	English Inglese	Both languages used Ambedue le lingue
Chiede loro di inventare una possibile conclusione ad un racconto appena narrato.	Si ☐	☐	☐	☐
	No ☐			
8. Have your children read you a story.	Yes ☐	☐	☐	☐
Incoraggia i suoi figli a leggerle un racconto.	Si ☐	☐	☐	☐
	No ☐			
9. Help them learn to count.	Yes ☐	☐	☐	☐
Insegna loro a contare.	Si ☐	☐	☐	☐
	No ☐			
10. Help color a picture with a crayon.	Yes ☐	☐	☐	☐
Li aiuta a colorare con i pastelli.	Si ☐	☐	☐	☐
	No ☐			
11. Ask your children questions about a T.V. program.	Yes ☐	☐	☐	☐
Fa loro delle domande su un programma televisivo.	Si ☐	☐	☐	☐
	No ☐			
12. Sing songs about Italy with your children.	Yes ☐	☐	☐	☐
Canta con loro delle canzoncine italiane.	Si ☐	☐	☐	☐
	No ☐			
13. Play instructional games with your children.	Yes ☐	☐	☐	☐

		Italian Italiano	English Inglese	Both languages used Ambedue le lingue
Svolge giochi istruttivi con i propri figli.	Si ☐	☐	☐	☐
	No ☐			

B) Below are few things that parents may do. Please check those that you find time to do.

B) Qui sotto sono elencate alcune attivita' che i genitori normalmente fanno con i propri figli, indichi quelle che lei fa con i suoi figli.

	If time permits Qualche volta	Frequently Spesso	Most of the time Quasi sempre
1. Look at school work your child brings home. Controlla i compiti che i suoi figli portano a casa.	☐	☐	☐
2. Discuss with your children the homework they have to do for the next day. Discute con i propri figli sui competi assegnati per il giorno dopo.	☐	☐	☐
3. Help your children as they read, review or recite their homework or study for a test. Assiste i propri figli nella lettura e nel ripassare quanto assegnato per compito di casa o compito in classe.	☐	☐	☐
4. Show your children how to use a dictionary, a map, an index to a book or library. Mostra ai propri figli come far uso del dizionario, di carte geografiche, di indici di libri o di biblioteche.	☐	☐	☐

	If time permits Qualche volta	Frequently Spesso	Most of the time Quasi sempre
5. Discuss and plan a time sequence for family or school activities for a week or more with your children. Discute e prepara con i propri figli l'orario settimanale per attività familiari e scolastiche.	☐	☐	☐
6. During conversations with your children, help them learn the difference between facts and opinions. Nel discutere con i propri figli, li aiuta a distinguere tra fatti ed opinioni.	☐	☐	☐
7. Have your children tell you about a person in a story. Incoraggia i propri figli a descrivere un personaggio di un racconto.	☐	☐	☐
8. Talk with the children about the most important thing that happened in a story. Discute con i propri figli di un fatto rilevante di un racconto.	☐	☐	☐
9. Talk to your children about propaganda and why it is used. Discute con i propri figli gli scopi e gli usi della propaganda.	☐	☐	☐
10. Encourage your children to read for fun. Incoraggia i propri figli a dedicarsi alla lettura come divertimento e come passatempo.	☐	☐	☐

C) Looking back over the several activities that you have checked, which one of the following best describes you as parents? (Put an "X" in only one box).

C) Dopo aver controllato le varie attività che avete indicato, quale delle seguenti affermazioni meglio descrivono voi come genitori (Barrare una sola casella).

1 ☐ As parents, we share about equally in the time we spend on the above activities.

Come genitori ci dedichiamo a queste attività in uguale misura.

2 ☐ Father is able to spend more time than Mother.

Il Padre dedica più tempo della Madre.

3 ☐ Mother is able to spend more time than the Father.

La Madre dedica più tempo del Padre.

D) Who completed the Questionnaire? (You may check more than one.)

D) Chi ha completato questo questionario? (Puo' indicare piu' di una persona.)

1 ☐ Mother
Madre

2 ☐ Father
Padre

3 ☐ Mother and Father read and discussed the questionnaire.

Il padre e la madre hanno letto e discusso assieme il questionario.

Thank you for your interest and help.
Grazie per il vostro interesse e la vostra cooperazione.

Name (Optional) _____

Nome (Facoltativo) _____

1/checked
2/not checked

APPENDIX D

Table 1 Demographic Data on Parents

Table 2 Parent Language Capabilities

Table 3 Bilingual Parents' Occupations

Table 4 Interest in Involvement in School Programs

Table 5 New York City Parents'Attitude Toward the Bilingual Program

Table 6 Boston Parents'Attitude Toward the Bilingual Program

Table 1

Age, Years of Schooling, Years Living In the USA, and Birthplace in Italy of Bilingual Program Parents

Parent Characteristic		Bilingual Program Site Boston	New York City
1. Age	20-29 years	1	5
	30-39	16	17
	40-49	6	3
	50-59	-	2
	60-69	-	1
	Omits	1	-
2. Years of Schooling	3-4 years	1	3
	5-6	8	17
	7-8	6	5
	9-10	-	1
	11-12	3	3
	Omits	6	-
3. Years in USA	1-3 years	-	7
	4-6	1	-
	7-9	2	5
	10-12	4	9
	13-15	9	4
	16-18	5	1
	Over 18	1	3
	Omits	2	-
4. Birthplace in Italy	Abruzzi	1	3
	Agrigento	-	1
	Avellino	3	1
	Calabria	4	-
	Genoa	1	-
	Lecce	-	1
	Le Puglie	2	-
	Molise	-	1
	Palermo	-	18
	Sicily	10	5
	South	1	-
	Torino	1	-
	Omits	1	-

Table 2

Bilingual Parents' Language Capabilities

Language Attribute		Bilingual Program Site	
		Boston	New York City
1) Italian Language Capability:			
	Understand	23	30
	Speak	23	29
	Read	24	30
	Write	24	29
2) English Language Capability:			
	Understand	12	23
	Speak	12	15
	Read	9	10
	Write	7	6
3) Language Spoken in the Home:			
	Dialect	14	24
	Standard Italian	12	8
	English	6	4
4) Language Children Use When Speaking Back to Parents:			
	Dialect	13	26
	Standard Italian	10	7
	English	11	11
5) Language Spoken When Helping Children With Homework:			
	Dialect	7	11
	Standard Italian	13	8
	English	4	8

Table 3

Bilingual Parents' Occupation

Type of Work	Bilingual Program Site	
	Boston	New York City
Fathers		
Construction	6	13
Food Preparation	2	4
Maintanance	1	1
Building Trades	2	1
Mechanic	2	1
Accountant	1	
Managerial	1	
Self-employed	1	
Other	3	2
Omits	5	1
Mothers		
Housewife	8	22
Factory Worker	7	3
Bank Teller	1	
Tailor	1	2
Day-Care Teacher	1	
Other		3
Omits	5	

Table 4

Extent and Interest of Parental Involvement in the School in Boston and in New York City

Questionnaire Item		Percent Marking Each Rating Value	
		Boston	New York City
1. Frequency of parental visits to school each year	7 or more	27%	31%
	5-6 times	54	14
	3-4 times	15	52
	never	4	4
2. Amount of parental inclusion in educational decision making	much more	50%	55%
	more	42	38
	about the same	8	7
	less	-	-
3. Number of time invited to participate in bilingual school activities	many	58%	52%
	sometimes	27	41
	not always	15	7
	never	-	-
4. Extent of understanding of differences between bilingual and monolingual programs	very well	23%	43%
	well	61	39
	somewhat	12	18
	not at all	4	-
5. Degree of feeling comfortable in becoming a teaching aide	very comfortable	19%	41%
	comfortable	50	38
	somewhat comfortable	23	18
	not comfortable	8	3
6. Feeling about taking part in a parent advisory committee (PAC)	very comfortable	9%	41%
	comfortable	46	30
	somewhat comfortable	27	26
	not comfortable	18	3
7. Interest and concern in what is going on in the school	very interested	81%	69%
	interested	15	31
	somewhat interested	4	-
	not interested	-	-

Table 5

Boston's Parents Initial Attitude Toward the Bilingual Program (N=26)

Attitude Item	Percent Marking Each Rating Value			
	Negative		Positive	
	1	2	3	4
1. Goodness of current instruction	-		31%	50%
2. Understanding what the school is trying to do	-	3	62	35
3. Feeling about extent of knowledge about child's schooling	-	8	20	72
4. Goodness of past instructional program	-	12	46	42
5. Teacher's willingness to communicate with parents	-	-	38	62
6. Program's help in increasing child's self-concept	8	12	4	76
7. Increasing the childrens knowledge of heritage and culture	-	4	27	69
8. Promoting child's happiness in school	-	-	38	62
9. Opinion regarding advantages of being bilingual	-	-	8	92
10. Opinion regarding advantage of being bilingual in obtaining a good job	-	8	4	88
11. Feelings about being a part of the bilingual program	-	15	54	31
12. Overall attitude toward the bilingual program	-	12	38	50

Table 6

New York City Parents' Attitude Toward the Bilingual Program (N=29)

Attitude Item	Percent Marking Each Rating Value			
	Negative		Positive	
	1	2	3	4
1. Goodness of current instruction	-	10%	31%	59%
2. Understanding what the school is trying to do	-	3	69	28
3. Feeling about extent of knowledge about child's schooling	-	-	59	41
4. Goodness of past instructional program	-	3	38	59
5. Teacher's willingness to communicate with parents	-	-	21	79
6. Program's help in increasing child's self-concept	-	3	3	94
7. Increasing the childrens knowledge of heritage and culture	-	-	21	79
8. Promoting child's happiness in school	-	3	17	80
9. Opinion regarding advantages of being bilingual	-	-	14	86
10. Opinion regarding advantage of being bilingual in obtaining a good job	3	3	-	94
11, Feelings about being a part of the bilingual program	-	3	38	59
12. Overall attitude toward the bilingual program	-	7	29	64

APPENDIX E

Tables 7 through 9 Involving Student Background Data and Attitudes, etc.

Table 7

Boston's Bilingual Students Initial Attitude Toward the Bilingual Program (N=18)

Attitude Item	Percent Marking Each Rating Value			
	Negative		Positive	
	1	2	3	4
1. Goodness of current instruction	-	6%	44%	50%
2. Understanding what the school is trying to do	-	-	56	44
3. Feelings about their extent of knowledge about their schooling	-	-	56	44
4. Goodness of their past instructional program	-	6	44	50
5. Their teacher's willingness to talk to their parents	-	6	27	67
6. Feeling that the school is helping them like themselves more	-	-	50	50
7. Learning more about their heritage and culture	-	6	22	72
8. Feeling that they are happier in school	-	-	28	72
9. Feeling that being bilingual is an advantage	-	-	11	89
10. Feeling that being bilingual will make it easier for them to obtain a good job with higher pay	-	-	6	94
11. Level of interest in their studies and what goes on in school	-	6	44	50

	Percent Marking Each Rating Value	
12. Estimated frequency of parental visits to school each year	7 or less	17%
	5-6 times	50
	3-4 times	27
	never	6
13. Amount they think their parents should be included in educational decision making	much more	50
	more	44
	about the same	-
	less	6

Table 8

New York City Students Initial Attitude Toward the Bilingual Program (N=28)

Attitude Item	Percent Marking Each Rating Value			
	Negative		Positive	
	1	2	3	4
1. Goodness of current instruction	-	-	7%	93%
2. Understanding what the school is trying to do	-	4	32	64
3. Feelings about their extent of knowledge about their schooling	-	4	39	57
4. Goodness of their past instructional program	-	-	19	81
5. Their teacher's willingness to talk to their parents	-	-	21	79
6. Feeling that the school is helping them like themselves more	-	-	4	96
7. Learning more about their heritage and culture	-	-	4	96
8. Feeling that they are happier in school	-	-	4	96
9. Feeling that being bilingual is an advantage	-	-	4	96
10. Feeling that being bilingual will make it easier for them to obtain a good job with higher pay	-	4	-	96
11. Level of interest in their studies and what goes on in school	-	-	4	96

	Percent Marking Each Rating Value	
12. Estimated frequency of parental visits to school each year	7 or less	21%
	5-6 times	29
	3-4 times	50
	never	-
13. Amount they think their parents should be included in educational decision making	much more	54%
	more	46
	about the same	-
	less	-

Table 9

A Summary of the Boston Bilingual Student Responses to a Questionnaire Surveying Attitudes, Activities and Language Proficiency in the Home and School Settings (N=26)

Home and/or School Characteristic	Percent of the Students Marking the Choice	
	Yes	No
A. Home Work		
(1) Parents make them do it.	96%	4%
(2) Parents help them do it.	85	15
(3) Brother(s) and/or Sister(s) help them do it.	42	58
(4) They help brother(s)/sister(s)	27	73
B. Home Activities After Dinner		
(1) Parents tell them to read.	73%	27%
(2) Parents read to them.	46	54
(3) They watch TV.	73	27
C. Family Interactions and Communication		
(1) Parents ask them about school.	100%	-
(2) Discuss their problems with parents.	96	4
(3) Parents emphasize the importance of school.	100	-
(4) Parents go to the library with them.	36	64
(5) Magazines and daily newspaper are available in home.	77	23
D. Italian Heritage and Culture		
(1) Parents tell stories about Italy.	96%	4%
(2) Grandparents tell stories about Italy.	69	31
(3) Student visits relatives with mother and father.	92	8
(4) Family gets together for fun.	92	8

Table 9 (continued)

Home and/or School Characteristic	Percent of the Students Making the Choice Yes	No
E. Language Spoken in the Home		
(1) By the student:		
1. Standard Italian	68%	32%
2. Italian dialect	60	40
3. English	64	36
(2) By the Parents:		
1. Standard Italian	65%	35%
2. Italian dialect	58	42
3. English	42	58
F. Orientation to College and Work		
(1) My parents would like me to go to college.	100%	-
(2) Father went to college.	33	67
(3) Mother went to college.	17	83
(4) My brother(s) and sister(s) went or are going to college.	42	58
(5) I want to go to college.	95	5
(6) My father works.	88	13
(7) My mother works.	58	42
(8) I want to work as soon as I finish high school.	41	59
(9) I would like to do the same work as my father/father.	23	77
G. Parents' Contact with the School		
(1) Mother works as an aide in school.	17%	83%
(2) Mother and/or father helps teachers in my school.	18	82
(3) Mother and/or father visits my school.	87	13
(4) Mother and/or father talks to my teacher about my school work.	95	5

Table 9 (continued)

Home and/or School Characteristic	Percent of the Students Making the Choice Yes	No
H. Attitude Toward School		
(1) I like school.	95%	5%
(2) I like to stay after school for extra help.	36	64
(3) I want to do well in school.	100	-
I. Attitude toward the Bilingual Program		
(1) I like the bilingual program.	91%	9%
(2) I can't wait to leave the program.	18	82
(3) I am learning standard Italian.	100	-
(4) I learn a lot about Italy.	95	5
J. Instructional Methods		
(1) I help my classmates with their homework.	77%	23%
(2) We do a lot of group work.	86	14
(3) We do a lot of independent work.	73	27
K. Attitude toward Learning Two Languages		
(1) Learning English and Italian will help me in my future work.	100%	-
(2) I feel luckythat I speak Italian.	100	-
L. Language Proficiency		
(1) I know more English than Italian.	29%	71%
(2) I find English easier to Italian relative to:		
1. Speaking	50%	50%
2. Reading	45	55
3. Writing	48	52
(3) I find Italian easier to English relative to:		
1. Speaking	73%	27%
2. Reading	75	25
3. Writing	71	29

APPENDIX F

Summary Sheet for Recording Reading
Achievement of Program and Non Program
Parents' Children At Boston Site Only

Reading Achievement Standard Scores

Name of Standardized Test Metropolitan Reading Check One: x Program Parents & Children / ___ Control Parents & Children

Date This Form Completed 9-30-84 Check One: x Boston / ___ NYC

Name (Parent & Child)	School	Sex	Total Reading Achievement Score 1982				1983				1984					
			Grade	Raw Score	G.E.	% Rank	Stanine	Grade	Raw Score	G.E.	% Rank	Stanine	Grade	Raw Score	G.E.	% Rank	Stanine	
1. Addorisio, Raffaela -Luciamma	McKay	F	4	55	6.8	70	6	5	58	9.1	96	9	6	55	5.8	62	6	
2. Alfe, Giuseppina -Teresa	Otis	F	4	29	2.7	30	4	5	38	3.2	28	4	6	43	3.5	36	4	19 13
3. Bellitta, Regina -Adele	Otis	F	5	39	3.2	28	4	6	39	3.2	28	4	7	38	51.1	36	5	
4. Catino, Rachele -Maria	McKay	F	2	23	1.6	44	5	3	43	3.5	66	6	4	45	3.8	58	5	20 27
up 5. Buonocore, Antonio -Lorenzo	Otis	M	2	32	1.9	66	6	3	45	3.5	72	6	4	53	5.8	82	7	15 19
up 6. Ciaraiello, Maria -Marie	Otis	M	4	21	2.3	16	3	5	51	5.0	54	5	6	35	4.6	44	5	13 11
up 7. Colella, Anna -David	Otis	M	2	24	1.6	46	5	3	42	3.2	64	6	4	40	3.0	60	6	10 27
up 8. Del Grosso, Ivana -Lucia	Otis	F	2	21	1.5	36	4	3	25	2.2	32	4	4	47	4.1	64	6	16 22
up 9. Diano, Domenico -John	McKay	M	4	23	2.4	20	3	5	38	3.2	28	4	6	35	4.6	44	5	18 22
up 10. Galbiati, Maria -John	McKay	M	5	34	2.9	22	3	6	35	4.6	44	5	7	37	4.9	52	5	
up 11. Guarino, Pasqualina	McKay	M	2	27	2.3	34	4	3	37	2.8	54	5	4	53	5.8	62	6	20
up 12. La Polla, Marica -Joanne	McKay	F	3	22	2.1	26	4	4	40	3.0	60	6	5	55	6.8	70	6	17 20
up 13. Mattaliano, Anna -Luigi	Otis	M	4	37	3.1	42	5	5	34	6.3	66	6	6	42	6.2	76	6	13 26
14. Messina, Lina -Teresa	Otis	F	2	37	2.1	74	6	5	44	3.4	70	6	4	54	6.3	66	6	19
15. Mirabella, Lina -Bertolde	McKay	M	2	29	1.8	60	6	3	42	3.2	64	6	4	40	3.3	48	5	14 24
up 16. Pecoe, Ida -Emilio	Otis	M	4	41	3.4	48	5	5	58	8.1	88	7	6	44	7.0	86	7	16 19
17. Pedone, Grazia -John	Otis	M	4	25	2.5	22	3	5	36	3.0	24	4	6	31	4.0	30	4	21
18. Piazza, Giovanni -Domenic	Otis	M	5	38	3.2	28	4	6	29	3.7	26	4	7	28	3.6	23	4	21
19. Piazza, Giuseppina -Francesco	Otis	F	5	42	3.5	34	4	6	30	3.8	28	4	7	37	4.9	52	5	22 21

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Reading Achievement Standard Scores

Name of Standardized Test Metropolitan Reading Check One: X Program Parents & Children / ___ Control Parents & Children

Date This Form Completed 9-30-84 Check One: X Paxton / ___ NYC

Name (Parent & Child)	School	Sex	Total Reading Achievement Score 1982 Grade	Raw Score	G.E.	% Rank	Stanine	1983 Grade	Raw Score	G.E.	% Rank	Stanine	1984 Grade	Raw Score	G.E.	% Rank	Stanine	Pre	Post
20 Polito, Umberto - Giuseppe	Mckay	M	5	51	5.0	54	5	6	30	3.8	28	4	7	37	4.9	52	5	19	20
21 Qualtieri, Rocco - Rocco	Otis	M	3	28	2.3	36	4	4	39	3.2	28	5	5	53	5.8	62	6		
22 Timmirello Calogero - Giuseppe	Otis	M	3	37	2.8	54	5	4	54	6.3	66	6	5	54	6.3	66	6	16	17
23 Varacalli Antonietta - Maria	Otis	F	2	17	1.3	60	3	3	35	2.7	50	5	4	45	3.8	58	5	18	21
24 Bonacera Giuseppina - Lorenzo	Otis	M	2	26	1.7	52	5	3	36	2.7	52	5	4	30	2.7	32	4	12	15
25 Mora Patricia - Deborah	Mckay	F	3	30	2.4	40	5	4	40	3.3	48	5	5	43	3.5	36	4	22	9

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Reading Achievement Standard Scores

Name of Standardized Test Metropolitan Reading Check One: ___ Program Parents & Children / X Control Parents & Children

Date This Form Completed 9-30-84 Check One: X Boston / ___ NYC

Name (Parent & Child)			School	Sex	Total Reading Achievement Score 1982 Grade	Raw Score	G.E.	% Rank	Stanine	1983 Grade	Raw Score	G.E.	% Rank	Stanine	1984 Grade	Raw Score	G.E.	% Rank	Stanine
1.	X_1		Mckay	F	4	30	2.7	32	4	5	39	3.2	28	4	6	35	4.3	44	5
2.	X_2		Otis	F	4	45	3.8	58	5	5	40	3.3	30	4	6	29	3.7	26	4
3.	X_3		Otis	F	5	40	3.3	30	4	6	24	3.1	16	3	7	28	3.6	23	4
4.	X_4		Mckay	F	2	24	1.6	46	5	3	22	2.1	26	4	4	32	2.8	34	4
5.	X_5		Otis	M	2	21	1.5	36	4	3	25	2.2	32	4	4	22	2.3	18	3
6.	X_6		Otis	M	4	24	2.2	30	4	5	31	2.8	18	3	6	29	3.7	26	4
7.	X_7		Otis	M	2	22	1.6	40	5	3	22	2.1	26	4	4	23	2.4	20	3
8.	X_8		Otis	F	2	23	1.6	44	5	3	37	2.8	54	5	4	26	2.5	24	4
9.	X_9		Mckay	M	4	45	3.8	58	5	5	36	3.0	24	4	6	31	4.0	30	4
10.	X_{10}		Mckay	M	5	28	2.6	14	3	6	22	2.9	12	3	7	31	4.0	30	4
11.	X_{11}		Mckay	M	2	29	1.8	60	6	3	43	3.3	66	6	4	44	3.7	56	5
12.	X12		Mckay	F	3	36	2.7	52	5	4	44	3.7	56	5	5	45	3.8	38	4
13.	X_{13}		Otis	M	4	41	3.4	48	5	5	31	2.8	18	3	6	31	4.0	30	4
14.	X_{14}		Otis	F	2	24	1.6	46	5	3	28	2.3	36	4	4	30	2.7	32	4
15.	X_{15}		Mckay	M	2	26	1.7	52	5	3	44	3.4	70	6	4	41	3.4	48	5
16.	X_{16}		Otis	M	4	32	2.8	34	4	5	43	3.5	36	4	6	31	4.0	30	4
17.	X_{17}		Otis	M	4	30	2.7	32	4	5	52	5.4	58	5	6	37	4.9	52	5
18.	X_{18}		Otis	M	5	31	2.8	18	3	6	29	3.7	26	4	7	33	4.3	36	4
19.	X_{19}		Otis	F	5	28	2.6	14	3	6	31	4.0	30	4	7	32	4.2	34	4

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Reading Achievement Standard Scores

Name of Standardized Test Metropolitan Reading Check One: ___ Program Parents & Children / X Control Parents & Children

Date This Form Completed 9-30-84 Check One: X Boston / ___ NYC

Name (Parent & Child)		School	Sex	Total Reading Achievement Score 1982					1983					1984				
				Grade	Raw Score	G.E.	% Rank	Stanine	Grade	Raw Score	G.E.	% Rank	Stanine	Grade	Raw Score	G.E.	% Rank	Stanine
20.	X_{20}	Mckay	M	5	45	3.8	38	4	6	35	4.6	44	5	7	22	2.9	12	3
21.	X_{21}	Otis	M	3	42	3.2	64	6	4	44	3.7	56	5	5	31	2.8	18	3
22.	X_{22}	Otis	M	3	22	2.1	26	4	4	29	2.7	30	4	5	45	3.8	38	4
23.	X_{23}	Otis	F	2	43	2.3	80	7	3	40	3.0	60	6	4	53	5.8	82	7
24.	X_{24}	Otis	M	2	26	1.7	52	5	3	35	2.7	52	5	4	24	2.2	30	4
25.	X_{25}	Mckay	F	3	45	3.5	72	6	4	45	3.8	58	5	5	49	4.5	48	5

APPENDIX G

Tables 11, 12, 13, 14, 15 and 16

Involving a tabulation of data obtained through administration of the Parent Home Activity Questionnaire

Boston and New York City Sites

Table 11

Program Parents Contrasted to Non-Program Parents Relative to Their Involvement in Selected Home Activities Which They Found Time to Do With Their Children That Would Enhance Reading Readiness and also Vocabulary and Comprehension Skills

Home Activity	(Percent) Number of Parents Involved in the Home Activity Enhancing Reading		
	BOSTON	BOSTON	
	Non-Program Parents (N=25)	Program Parents Before Program (N=25)	After Program (N=25)
1. Look at picture books and ask your children to point to objects which you name.	60%	96%	96%
2. Point to a picture and ask your children to name an object or thing.	60%	96%	92%
3. Help your children learn the alphabet.	96%	92%	100%
4. Tell the children a story that a picture or pictures describe.	52%	88%	88%
5. Read story books to your children.	60%	88%	92%
6. Ask your children questions answered in a story read to them.	46%	80%	76%
7. Ask your children to make up an ending to a story you tell them.	52%	15%	76%
8. Have your children read you a story.	64%	88%	100%
9. Help them learn to count.	92%	80%	96%
10. Help color a picture with a crayon.	56%	60%	88%
11. Ask your children questions about a T.V. program.	60%	60%	88%
12. Sing songs about Italy with your children.	76%	92%	92%
13. Play instructional games with your children.	48%	40%	88%

Table 12

Program Parents Contrasted to Non-Program Parents Relative to Their Involvement in Selected Home Activities Which They Found Time to Do With Their Children That Would Enhance Reading Readiness and also Vocabulary and Comprehension Skills

Home Activity	(Percent) Number of Parents Involved in the Home Activity Enhancing Reading	
	NEW YORK CITY Non-Program Parents (N=12)	NEW YORK CITY Program Parents After Program (N=24)
1. Look at picture books and ask your children to point to objects which you name.	92%	96%
2. Point to a picture and ask your children to name an object or thing.	100%	96%
3. Help your children learn the alphabet.	100%	100%
4. Tell the children a story that a picture or pictures describe.	50%	88%
5. Read story books to your children.	25%	100%
6. Ask your children questions answered in a story read to them.	16%	83%
7. Ask your children to make up an ending to a story you tell them.	0%	92%
8. Have your children read you a story.	75%	100%
9. Help them learn to count.	100%	92%
10. Help color a picture with a crayon.	42%	92%
11. Ask your children questions about a T.V. program.	50%	92%
12. Sing songs about Italy with your children.	50%	88%
13. Play instructional games with your children.	25%	88%

Table 13

Program Parents Contrasted to Non-Program Parents Relative to the Amount of Time Devoted to Selected Home Activities That Would Enhance Reading Comprehension and Advanced Reading Skills

Home Activity	(Percent) Number of Parents Involved in the Home Activity Enhancing Reading Skills					
	BOSTON Non-Program Parents (N=25)			BOSTON Program Parents (N=25)		
	If Time Permits	Frequently	Most of The Time	If Time Permits	Frequently	Most of The Time
1. Look at school work your child brings home.	Post 32%	28%	36%	Pre 48% Post 28%	24% 28%	28% 44%
2. Discuss with your children the homework they have to do for the next day.	Post 28%	40%	28%	Pre 28% Post 28%	44% 32%	28% 40%
3. Help your children as they read, review or recite their homework or study for a test.	Post 32%	20%	40%	Pre 32% Post 24%	28% 36%	40% 40%
4. Show your children how to use a dictionary, a map, an index to a book or library.	Post 60%	16%	12%	Pre 64% Post 36%	12% 40%	12% 20%
5. Discuss and plan a time sequence for family or school activities for a week or more with your children.	Post 36%	32%	28%	Pre 56% Post 28%	16% 28%	24% 36%
6. During conversations with your children, help them learn differences between facts and opinions.	Post 24%	48%	20%	Pre 36% Post 40%	40% 44%	24% 16%
7. Have your children tell you about a person in a story.	Post 40%	36%	12%	Pre 52% Post 24%	32% 48%	16% 24%
8. Talk with the children about the most important thing that happened in a story.	Post 52%	24%	12%	Pre 60% Post 28%	32% 40%	4% 20%

Table 13 (continued)

Program Parents Contrasted to Non-Program Parents Relative to the Amount of Time Devoted to Selected Home Activities That Would Enhance Reading Comprehension and Advanced Reading Skills

Home Activity	(Percent) Number of Parents Involved in the Home Activity Enhancing Reading Skills					
	BOSTON Non-Program Parents (N=25)			BOSTON Program Parents (N=25)		
	If Time Permits	Frequently	Most of The Time	If Time Permits	Frequently	Most of The Time
9. Talk to your children about propaganda and why it is used.	Post 56%	20%	12%	Pre 56% Post 60%	32% 28%	4% 8%
10. Encourage your children to read for fun.	Post 28%	36%	32%	Pre 24% Post 28%	28% 36%	40% 36%

Note: 1-3 parents did not respond to some items. Therefore the total percentage is 4-12 percentage off of 100%.

Table 14

Program Parents Contrasted to Non-Program Parents Relative to the Amount of Time Devoted to Selected Home Activities That Would Enhance Reading Comprehension and Advanced Reading Skills

Home Activity	(Percent) Number of Parents Involved in the Home Activity Enhancing Reading Skills					
	NEW YORK CITY Non-Program Parents (N=12)			NEW YORK CITY Program Parents (N=24)		
	If Time Permits	Frequently	Most of The Time	If Time Permits	Frequently	Most of The Time
	(Post Program Only)			(Post Program Only)		
1. Look at school work your child brings home.	50%	42%	8%	13%	33%	54%
2. Discuss with your children the homework they have to do for the next day.	33%	17%	33%	17%	42%	41%
3. Help your children as they read, review or recite their homework or study for a test.	75%	8%	17%	17%	38%	41%
4. Show your children how to use a dictionary, a map, an index to a book or library.	75%	16%	8%	17%	50%	33%
5. Discuss and plan a time sequence for family or school activities for a week or more with your children.	83%	8%	8%	41%	42%	17%
6. During conversations with your children, help them learn differences between facts and opinions.	50%	16%	7.5%	38%	29%	33%
7. Have your children tell you about a person in a story.	83%	8%	0%	17%	58%	21%
8. Talk with the children about the most important thing that happened in a story.	75%	8%	8%	21%	67%	13%

Table 14 (continued)

Program Parents Contrasted to Non-Program Parents Relative to the Amount of Time Devoted to Selected Home Activities That Would Enhance Reading Comprehension and Advanced Reading Skills

Home Activity	(Percent) Number of Parents Involved in the Home Activity Enhancing Reading Skills					
	NEW YORK CITY Non-Program Parents (N-12)			NEW YORK CITY Program Parents (N=24)		
	If Time Permits	Frequently	Most of The Time	If Time Permits	Frequently	Most of The Time
	(Post Program Only)			(Post Program Only)		
9. Talk to your children about propaganda and why it is used.	67%	16%	0%	17%	54%	29%
10. Encourage your children to read for fun.	83%	8%	0%	12%	38%	50%

Note: The percentages do not add up to 100% because 1-2 parents did not respond to a particular item. This had greater effect on the N=12 group.

Table 15

Language Typically Employed by Program and Non-Program Parents Who Did Become Involved in Home Activities Enhancing Their Children's Reading Skills

Home Activity	(Percent)	Number of Parents Indicating Language Usage					
		BOSTON Non-Program Parents Language Emphasis			BOSTON Program Parents Language Emphasis		
		Italian	English	Both	Italian	English	Both
			(N=25)			(N=25)	
1. Look at picture books and ask your children to point to objects which you name.	Post	20%		12%	Pre 56%	4%	40%
					Post 36%	4%	40%
2. Point to a picture and ask your children to name an object or thing.	Post	16%		8%	Pre 44%	0%	40%
					Post 40%	4%	36%
3. Help your children learn the alphabet.	Post	12%		12%	Pre 44%	0%	40%
					Post 36%	4%	44%
4. Tell the children a story that a picture or pictures describe.	Post	4%			Pre 48%	4%	27%
					Post 36%	4%	28%
5. Read story books to your children.	Post	12%	4%	4%	Pre 52%	4%	28%
					Post 48%	8%	28%
6. Ask your children questions answered in a story read to them.	Post	0%		12%	Pre 44%	4%	24%
					Post 28%	12%	20%
7. Ask your children to make up an ending to a story you tell them.	Post	0%	4%		Pre 20%	4%	12%
					Post 24%	16%	20%
8. Have your children read you a story.	Post	8%	4%	12%	Pre 44%	0%	36%
					Post 32%	8%	44%
9. Help them learn to count.	Post	12%		24%	Pre 44%	0%	24%
					Post 44%	8%	36%
10. Help color a picture with a crayon.	Post	4%		8%	Pre 28%	0%	8%
					Post 24%	4%	12%
11. Ask your children questions about a T.V. program.	Post	4%		12%	Pre 28%	4%	16%
					Post 24%	12%	28%

Table 15 (continued)

Language Typically Employed by Program and Non-Program Parents Who Did Become Involved in Home Activities Enhancing Their Childrens' Reading Skills

Home Activity	(Percent) Number of Parents Indicating Language Usage	BOSTON Non-Program Parents Language Emphasis			BOSTON Program Parents Language Emphasis		
		Italian	English	Both	Italian	English	Both
			(N=25)			(N=25)	
12. Sing songs about Italy with your children.	Pre				56%	0%	20%
	Post	16%		4%	40%	8%	24%
13. Play instructional games with your children.	Pre				20%	4%	12%
	Post	4%		8%	28%	8%	24%

Note: The percentages do not add up to 100% because a tremendously number of parents did not respond to a particular item(s). This was particularly true of non-program.

Table 16

Language Typically Employed by Program and Non-Program Parents Who Did Become Involved in Home Activities Enhancing Their Childrens' Reading Skills

Home Activity	(Percent) Number of Parents Indicating Language Usage					
	NEW YORK CITY Non-Program Parents Language Emphasis			NEW YORK CITY Program Parents Language Emphasis		
	Italian	English	Both	Italian	English	Both
	(N=12)			(N=24)		
1. Look at picture books and ask your children to point to objects which you name.	92%		8%	33%		58%
2. Point to a picture and ask your children to name an object or thing.	92%			33%	4%	54%
3. Help your children learn the alphabet.	92%			13%	33%	38%
4. Tell the children a story that a picture or pictures describe.	92%			50%		33%
5. Read story books to your children.	83%			46%	8%	29%
6. Ask your children questions answered in a story read to them.	83%			25%	17%	33%
7. Ask your children to make up an ending to a story you tell them.	92%			33%	8%	38%
8. Have your children read you a story.	92%			29%	17%	33%
9. Help them learn to count.	100%			17%	17%	46%
10. Help color a picture with a crayon.	83%			29%	4%	38%
11. Ask your children questions about a T.V. program.	83%			38%	8%	29%

Table 16 (continued)

Language Typically Employed by Program and Non-Program Parents Who Did Become Involved in Home Activities Enhancing Their Children's Reading Skills

Home Activity	(Percent) Number of Parents Indicating Language Usage					
	NEW YORK CITY Non-Program Parents Language Emphasis			NEW YORK CITY Program Parents Language Emphasis		
	Italian	English	Both	Italian	English	Both
	(N=12)			(N=24)		
12. Sing songs about Italy with your children.	83%			54%	4%	13%
13. Play instructional games with your children.	83%			46%	8%	25%

Note: The percentages do not add up to 100% because 1-4 parents did not respond to a particular item. This had a greater effect on the N=12 group.